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ABSTRACT

The document presents the final report of a training program to facilitate sound working relationships among parents, paraprofessionals, and educators in the education of severely and profoundly retarded children. Three program phases are outlined: Phase I--development of written and audiovisual training materials pertaining to existing teaching methods, appropriate assessment techniques, curriculum content, performance monitoring, and effective strategies for implementing coordinated home-school education programs; Phase II--implementation of a nationwide training program utilizing the materials developed during the preceding phase; and Phase III--provision of individualized training via the project staff to trainees at the state and local levels to assist them in adapting the training module for use with special groups of parents, paraprofessionals and educators, and evaluation of the summative impact of the project. Descriptions of completed and future training activities and the evaluation data collected to assess the impact of the program are presented and discussed. Appendixes, which make up the bulk of the document, include the following: a list of the national advisory committee, a detailed outline of the books titled "Right to Education--Where Are We and How Did We Get Here?'" "The Public School--Administration, Organization, and Financing," "Educational Programing in the Public Schools--General Considerations," "The Public School--Daily Programing in the Classroom," and "Parent/Professional Partnership--How to Make it Work;" a copy of the Parent/Professional Partnership training workshop manual; and sample forms for selecting and implementing parent/professional project training programs. (SBH)

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TRAINING TO FACILITATE THE EDUCATION OF THE SEVERELY HANDICAPPED

FINAL REPORT

OE Grant Nos. G007501215 and G007804657

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INTRODUCTION

In June 1975, the National Association for Retarded Citizens (NARC) was awarded a grant from the Bureau of Education for the Handicapped to conduct a training program, the major goal of which was to facilitate sound working relationships among parents, paraprofessionals and educators in the education of severely and profoundly retarded children, including early identification, placement, decision-making and home-school programming. Specifically, funds were awarded to: (1) prepare core training materials and a related workshop design; (2) train trainers at NARC's regional level; and (3) provide individualized training to trainees at the state and local levels, as necessary, to assist them in adapting the training module for use with special groups of parents, paraprofessionals and educators.

The training program was designed to aid trainees in understanding:

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- the effective use of parents as key participants in the early identification of severely and profoundly retarded children;
- the importance of knowledgeable parental involvement in the placement of a child in a special education program;
- the role of parents in public school policy-making, including free access to information which is relevant to optimal decision-making;
- the necessity of joint involvement by parents and educators in the formulation of individual educational programs for severely and profoundly retarded children; and
- the basic components of behavior analysis as it relates to the ongoing education of severely and profoundly retarded students.

PROGRESS AND FINDINGS

The project proceeded through three phases during its four years of operation:

Phase I: Development of written and audiovisual training materials pertaining to existing teaching methods, appropriate assessment techniques, curriculum content, performance monitoring and effective strategies for

implementing coordinated home-school education programs for severely and profoundly retarded children (August 1975-January 1977);

Phase II: Implementation of a nationwide training program utilizing the materials developed during the preceding phase (February 1977-June 1977);

Phase III: Provision of individualized training via the project staff to trainees at the state and local levels to assist them in adapting the training module for use with special groups of parents, paraprofessionals and educators; and evaluation of the summative impact of the Project (July 1977-May 1979).

Development of Training Materials (Phase I)

The following is a summary of major steps taken in the development of the training materials:

1. As the first step in the development of the core written training materials, an extensive literature and resource review was conducted. The purpose of this search was to identify resource materials and persons to be utilized in the development of the training materials.
2. Utilizing information obtained in this review, a national Project Advisory Committee was

appointed. The Committee was composed of leading university personnel from programs active in developing education alternatives for severely and profoundly retarded persons, as well as parent representatives (see list of Committee members in Appendix A).

3. Project staff traveled to Seattle to obtain input from the University of Washington's Experimental Education Unit on a preliminary content outline. This outline was subsequently reviewed by the Project Advisory Committee and key national NARC leaders.
4. Following input from the above persons, a more detailed outline was developed for presentation to NARC members at the Association's six regional conferences.
5. Project staff conducted two-hour seminars at each of the 1976 regional conferences. A slide/tape presentation, "Parents Can Make a Difference," was prepared to introduce the project to seminar participants. This presentation was later modified for inclusion in the finalized training package. During the regional sessions, 141 participants from 38 states responded to the content outline for the

core written materials, made recommendations on who should be trained and supplied information on the availability of various types of audiovisual equipment among local ARCs. The critique of the outline for the written materials served as the first round of field-testing the appropriateness of the content. Information gathered at these sessions was incorporated in a final content synopsis (see final content summary in Appendix B).

6. Following finalization of the content areas of the core written materials, project staff drafted the text of the three-book Parent/Professional Partnership series. These drafts were submitted to the Advisory Committee and key NARC leaders for input prior to finalization and printing. Initially, 7,500 sets of books were printed. However, the demand for these materials was so high that two additional printings were necessary (dissemination of these and other training materials are discussed later in this report. Copies are contained in Appendix C).
7. Upon receiving notification that NARC's request for funds to produce a training film was approved,

bids were solicited from major film production companies in the Dallas/Fort Worth area. The firms were asked to submit a budget, a sample film and information describing the qualifications of key production crew members. Five bids were received and reviewed by a panel of NARC staff. The bid from Century Studios of Dallas, Texas, was accepted, and work on scripting began immediately. With input from key NARC staff and volunteers, the script was finalized. Site selection for location shooting was completed early in the process, utilizing input from BEH personnel, Advisory Committee members and NARC volunteers. Madison, Wisconsin, was tentatively selected. Project staff, accompanied by the film director and scriptwriter, traveled to Madison to inspect the site and to obtain cooperation from school personnel. Subsequently, two additional visits were made to Madison to finalize the arrangements for filming. Early in 1976, shooting was completed. The four hours of wild footage were edited down to 14 minutes and 57 seconds. With aid from NARC's Public Information Department, arrangements were made to have Henry Fonda narrate the film.

Entitled, "The Big Yellow Schooner to Byzantium," the motion picture was completed in March 1977. The project purchased 85 copies that were made available for loan, free-of-charge, to all interested persons. Copies of the film were also made available for purchase from Southwest Film Laboratory, Inc., which was responsible for the processing.

In September 1977, NARC received notification that the film had been awarded the Chris Bronze Plaque Award from the Columbus Film Council, having been selected from a national competition for the Social Studies Category.

8. Project staff completed drafting of the trainer's manual, which contains detailed instructions for conducting a one-day training workshop. The purpose of this workshop is to help state and local ARC members and representatives of the education profession, including administrators, teachers, therapists, etc., become more knowledgeable about all aspects of educational programming for severely and profoundly retarded students.

Included in the workshop are group activities, audiovisual presentations, oral presentations and question-and-answer sessions. The trainer's manual includes not only specification of the training objectives, an outline of specific tasks and instruction for collection of descriptive evaluation data, but also task paragraphs for each group activity, written speeches, scripts for the slide shows, etc., (see copy of Trainer's Manual in Appendix D).

9. Project staff completed three slide/tape presentations which form an integral part of the workshop design. These slide shows are used by the trainers to set the stage for specific training activities.

   The first slide show presented in the workshop, "Parents Can Make a Difference," points out some of the many ways parents can participate in their child's education. It also explains the goals and the timetables of the Parent/ Professional Training Project.

   "Due Process," the second slide/tape presentation, gives a brief explanation of the due process procedure now available to parents and schools

when the two parties disagree over any aspect of a child's education.

The third slide show, "General Educational Programming," briefly defines what a curriculum and an individual educational program are. It also states what content should be contained in an educational program and who should be involved in its development.

Each of the three slide shows is contained in a carousel tray and is accompanied by an audio cassett with narration and music. The audio cassettes also have inaudible 1000 cycle tones on one track, so that when used with specially equipped audio cassette machines, the slide projector can be advanced automatically. (Scripts of all slide presentations are contained in the attached Trainer's Manual).

10. Project staff field-tested all training materials as part of the ongoing formative evaluation. The core written materials were field-tested with members of the Dallas and Fort Worth ARCs. Feedback was obtained via structured interviews and was utilized in making content revisions.

The relevance of the training instructional objectives was evaluated by the project's Advisory Committee and by trainers at the Northeast and South Central Regional Conferences. Subsequent to these two workshops, the Trainer's Manual was revised and printed.

11. In addition to the basic materials discussed above, project staff developed two brief flyers designed to answer inquiries regarding the project and the training package (copies of these flyers are contained in Appendix E).

Implementation of the National Training Program (Phase II)

A national training program was implemented in order to disseminate the project's training effort from the national to local levels of the NARC network.

The specific training approach used was based on a pyramidal model in which selected key national, state and local ARC volunteers and staff were trained at regional Parent/Professional Training Workshops so that they, in turn, could conduct similar training activities at state and local levels.

Specific activities during the implementation of the training phase were carried out as follows:

1. At the 1976 regional conferences, participants were asked to make recommendations as to who should be trained during the 1977 regional training sessions. In responding to this request, participants tended to agree that each state ARC should be contacted and asked to nominate two trainees and one alternate. These persons would then be asked to attend the training session in their respective region. This method was adopted, and in late 1976 states were asked to submit their nominations.

2. Prior to the regional conferences, an orientation and training session for NARC's six regional vice-presidents was held in January 1977. The purpose was to acquaint the regional vice-presidents with the training package so that they, in turn, could assist project staff in the training programs at their respective 1977 regional conferences. The regional vice-presidents also were enlisted as key individuals in urging all states in their regions to participate in the training activities.

3. Project staff conducted training workshops at each of NARC's 1977 regional conferences. A summary by state and region of persons trained is presented in Table 1 (page 13).

   Trainees at the final four regional conferences were asked to evaluate the effectiveness of the workshop in meeting its stated objectives and to specifically evaluate each of the major types of activity or media. A scale ranging from a high of 10 to a low of 1 was used to gauge the trainee's response. A summary of the evaluation information by region is presented in Table 2 (page 14).

4. At the conclusion of each of the six regional sessions, trainees were asked to meet in state groups in order to formulate plans for statewide initiation of the training program.

Individualized Training and Project Evaluation (Phase III)

In July 1977, the project moved into the final phase, which was devoted to providing individualized training via the project staff to trainers at the state and local levels in order to assist them in adapting the training module for use with special groups of parents, paraprofessionals

Table 1

Attendance at 1977 Regional Training Sessions

Region	State	Number of Trainers	Regional Totals
Northeast	Connecticut	4	
	Delaware	3	
	Maryland	2	
	Massachusetts	5	
	New Jersey	6	
	Pennsylvania	3	
	New York	2	25
South Central	Arkansas	2	
	Kansas	2	
	Louisiana	1	
	Missouri	2	
	Oklahoma	5	
	Texas	4	16
North Central	Illinois	3	
	Indiana	1	
	Iowa	4	
	Nebraska	4	
	North Dakota	1	
	Ohio	2	
	South Dakota	4	
	Wisconsin	2	21
Southeast	Alabama	7	
	Georgia	1	
	Kentucky	5	
	Mississippi	1	
	North Carolina	3	
	South Carolina	2	
	Tennessee	5	
	Virginia	3	27
Southwest	Colorado	4	
	Nevada	3	
	New Mexico	2	
	Utah	2	11
Northwest	Idaho	3	
	Montana	2	
	Washington	2	
	Wyoming	15	22
			122

Table 2

Mean Trainee Ratings of Workshop Components by NARC Regions

		Workshop Components				
*NARC Region	n[a]	Workshop Objectives	Audio-visuals	Staff Pre-sentations	Group Activities	Written Materials
North Central	14	7.71	8.29	7.57	8.71	8.21
Southwest	4	9.25	9.50	7.75	7.25	9.50
Southeast	19	9.42	9.79	9.32	9.26	9.17
Northwest	13	8.00	8.77	8.62	9.23	8.54
Total	50	8.56	9.08	8.52	8.92	9.76

*The Northeast and South Central Regions were used for field testing the workshop design, and comprehensive oral feedback was obtained rather than input via rating scales.

[a]Denotes number of trainees providing evaluations.

and educators. In addition, project staff provided consultative services to help implement the principles of the training effort and evaluated the summative impact of the program in selected areas of the United States.

In order to meet these broadly-stated objectives, project staff undertook the following activities:

1. In July 1977, the Project's Advisory Committee met in Dallas to review progress and to help formulate plans for the third phase of the program. At this meeting, the following two problems were raised by project staff and committee members.
   a. There was a need during the third phase to reach states which were unable to send representatives to the 1977 training sessions; and
   b. There was a need for project staff to develop an additional publication which would be designed for use by parents and ARC members at the local level in order to assist them in getting information to the appropriate parents and professionals in order to conduct a workshop.

In response to the first problem, project staff contacted the 13 state ARCs which were not represented at the 1977 regional conferences and requested that training sessions be conducted in conjunction with state ARC conferences. A total of six such workshops were held.

In response to the second problem, project staff began preliminary work on a publication entitled, How to Get an Audience. Content of this publication was based on evaluation information gathered at six model sites. This publication was finalized late in the project and contains information on how to get cooperation from public schools and other groups and individuals in order to conduct a successful local training workshop (see How to Get an Audience in Appendix F).

2. In order to conduct a formal evaluation of the project in selected sites throughout the country, project staff chose one local ARC in each NARC region to serve as model sites. Early in Phase III, project staff developed an application form for use by local ARCs which were interested in applying for selection as

a model site. (A copy of this form is contained in Appendix G). The intent to select model sites was advertised in the NARC publication, Action Together/Information Exchange, which goes to all state and local ARC executive directors and presidents. Final selection of sites was scheduled to be completed by November 1977. However, problems encountered in the Southeast Region delayed selection of a site in that area until April 1978.

Factors involved in the selection of model sites included the following:

a. Size and location of the community's public school system. In order to evaluate the project in a variety of settings, efforts were made to select communities of different population densities. One rural setting, three small city and two urban communities were selected.

b. Availability of trainers. Whenever possible, an attempt was made to select local ARCs which had a representative trained by project staff at NARC's 1977 regional training session. Another consideration was a

commitment from the ARC that these trainers and other responsible staff and/or volunteers would be available to assist in setting up the program. In cases where this was not possible, project staff assumed a greater responsibility for initiating training activities.

c. Local ARC commitment to the program. This factor included evidence of the unit's willingness to assign the responsibility for overseeing the implementation of the program to a suitable individual staff member or volunteer and evidence that this person would be able to devote the time necessary to ensure the success of the effort.

d. The unit's ability to mount sound programs. This key variable included careful assessment of the current and past activities of the unit.

Final determination of sites for the model programs involved an evaluation of potential locations by key NARC state and regional staff and volunteers. Prior to final selection, project staff discussed the responsibility and commitment necessary with

representatives of the potential sites. Thirty-seven applications were received, and the following local ARCs were selected:

NARC REGION	LOCATION	MODEL PROGRAM SPONSOR
Southwest	San Francisco, CA	San Francisco Aid to Retarded Citizens
Northwest	Longview, WA	Cowlitz County ARC
North Central	Peoria, IL	Peoria ARC
South Central	Ardmore, OK	Carter County ARC
Northeast	Boston, MA	Greater Boston ARC
Southeast	Owensboro, KY	Owensboro ARC

Training and data collection in the model sites will be discussed later in this section.

3. Staff maintained continuous records of all training materials distributed by the project. Table 3 summarized those data through May 31, 1979 (page 19a).

   In addition to audiovisual materials distributed free by the project, 113 prints of the film and 17 sets of the slide shows were purchased through May 31.

Table 3

SUMMARY OF MATERIALS DISTRIBUTION

	ARCs	STATE EDUCATION AGENCY	LOCAL EDUCATION AGENCIES	OTHER PARENT GROUPS	OTHER STATE AGENCIES	OTHER*	INDI-VIDUALS	TOTAL
3-Book Series	22,274	55	299	133	111	944	201	24,017
Trainer's Manual	382	3	13	1	27	18	18	459
Audio-visuals (loaned)	254	1	129	30	36	150	56	657

*Includes teacher training program, local agencies, professional organizations, etc.

4. Each trainer was encouraged to provide project staff with information on the number and type of participants in attendance at state and local workshops. A summary of the information available from 28 states is presented in Table 4 (page 21).

   It should be noted that these figures represent names of persons submitted to the project by trainers from the field. The totals are not a complete tally of the numbers of persons trained.

5. Project staff published five issues of the project's newsletter, The Partnership. The purposes of this publication were to highlight state and local training efforts and to inform trainees of current happenings throughout the country relevant to the education of handicapped students. Copies of the newsletter were sent to all state and local ARCs and to all trainers whose names were submitted to project staff. Over 5,000 persons received the final newsletter. (Copies of The Partnership are contained in Appendix G).

Model Site Training and Evaluation

As mentioned previously, one of the most significant activities of Phase III involved indepth training and evaluation in six model sites. In order to fully represent

Table 4

Summary of Participants at State and Local Workshops

State	Parents	Professionals	Other	Total
Alabama	173	171		344
Colorado	12	7	2	21
Delaware	17	22		39
Idaho	19	17	3	39
Illinois	9	27	3	39
*Iowa			400	400
*Kansas			66	66
*Kentucky			53	53
*Massachusetts			103	103
*Mississippi			16	16
Missouri	5	44	2	51
New Jersey	450	10		460
North Carolina	9	672	6	687
North Dakota	49	76	26	151
Ohio		29		29
Oklahoma	81	126	23	230
South Carolina	11	56		67
Tennessee	36	78	10	124
Texas	40	43		83
Utah	42	40	12	94
Virginia	463	494	318	1275
Washington	12	16		28
West Virginia	30	31	21	82
Wisconsin	4	11		15
*Wyoming			415	415
	1618	2195	1546	5359

*No breakdown by parents or professionals was available.

these activities, detailed information is contained in this separate section. The following descriptions of completed and future training activities and the evaluation data collected to assess the impact of the program will be presented and discussed.

Training Activities

The following is a summary, by site, of the major training activities completed and planned.

Southwest Region - San Francisco Aid to Retarded Citizens, San Francisco, California. Early in the third phase, project staff conducted three training sessions in the San Francisco area. Two of these sessions involved training professional educators and rehabilitation workers in the development and evaluation of individual education programs. The third session involved training a cadre of trainers who, with the support of project staff, assumed responsibility for conducting training sessions designed to reach every special education program in the San Francisco area.

During the early phase of implementation of the training program, the San Francisco ARC obtained a commitment from the San Francisco Unified School District to support the program by providing the ARC with monies to fund six additional staff members who were to assume responsibility

for coordinating a program aimed at training parents and educators of 5,000 special education students. Unfortunately, the school district had to withdraw this monetary support as a result of drastic cutbacks resulting from the passage of Proposition 13. Thus, the program was implemented by the permanent staff of the ARC. In addition, funds were secured through a Comprehensive Employment and Training Act program to hire a staff member who assumed prime responsibility for implementing the effort. A total of five workshops have been held.

As of May 1979, over 300 parents and educators were trained in the San Francisco area. The ARC will continue implementation of the project on a district-wide basis during the 1979-1980 academic year.

It should be noted that, through the efforts of the San Francisco Association, Spanish and Chinese translations of the training materials have been made and are being used by community out-reach workers in their contacts with non-English speaking parents of handicapped children.

Northwest Region - Cowlitz Valley ARC, Longview, Washington. Representatives of the ARC and the public schools were involved in setting up the initial "training of trainers" workshop. At the conclusion of the session, plans were formulated to conduct training activities in the local public schools.

The training program was jointly sponsored by the local ARC and the Longview public schools. Prime responsibility for implementing the training has been jointly shared by the Association's Executive Director and by the Director of Special Education. In addition to conducting sessions in the two-county area served by the ARC (7 school districts), these persons have expanded the program by holding workshops in Portland, Oregon and Vancouver, Washington. Approximately 130 persons have been reached by the Longview trainers.

The major implementation problem encountered in this model involved resistance on the part of parents of mildly and moderately handicapped students in participating in a program which was specifically designed for severely and profoundly retarded children. In order to overcome this impediment, promotional materials were designed to stress the relevance of the content for parents of all handicapped children. This is the same type of approach that has been used in other parts of the country where this problem was encountered.

Representatives of the Cowlitz Valley ARC have indicated a commitment to continue the program during the 1979-1980 school year, noting that confusion surrounding the major provisions of P.L. 94-142, particularly the IEP, have created a continuing need for the project.

North Central Region - Peoria ARC, Peoria, Illinois. In part, the Peoria ARC was selected because of the potential it presented for collecting data relevant to local ARCs which are in the process of turning their education program over to the public schools. It was felt that the information collected regarding problems involved in the transition and their solutions would be a valuable aid to other ARCs and similar non-profit organizations. Unfortunately, this information was not obtained, since the Peoria ARC continues to be the principle provider of educational services to the severely and profoundly handicapped in the area. This fact was not known until after the project had begun to be implemented in Peoria.

In May 1978, project staff conducted the first "training of trainers" session in Peoria. This was followed up by an additional session involving parents of children enrolled in the ARC's program. A change in the Peoria ARC staff responsibility delayed full implementation of the project. With close consultation by project staff, the problem was resolved. An additional workshop to train trainers was conducted in May 1979. Commitment has been obtained from the staff of the Peoria ARC to continue the project following completion of the national program.

South Central Region - Carter County ARC, Ardmore, Oklahoma. Ardmore represents the most rural of the six model programs and is the only site in which prime responsibility for implementation of the project was assumed by a volunteer rather than a paid staff member. Prior to training in this site by project staff, the Oklahoma ARC had begun using the training program on a statewide basis. During this effort, staff of the Oklahoma Association, who had been trained by national staff, conducted a training workshop in the Ardmore area. A total of 49 parents and educators received training. Since that time, training sessions have been held for school board members, transportation workers and civic groups, as well as additional workshops for parents and teachers. NARC's Project Coordinator will conduct an inservice training workshop for regular and special education teachers in the Fall 1979 (following completion of the grant) on a volunteer basis.

Northeast Region - Greater Boston ARC, Boston, Massachusetts. Project staff traveled to Boston in February 1978 to meet with representatives of the Greater Boston ARC and the public schools. At this session, it was determined that three areas of Boston would be selected for initial training activities. In May, a "training of trainers" session was conducted by project staff and was

attended by representatives from the three target areas. At the conclusion of this session, plans were made to expand the effort to other parts of Boston. Since that time, five additional workshops have been conducted.

The major problems encountered in implementing the training program in the Boston area centered around difficulties related to obtaining support from teacher unions. Several attempts to enlist this support have failed. As a result, teachers cannot receive release time to attend training sessions. Thus, professionals participate on a purely volunteer basis. This hampers the project in two ways: first, it is felt that only the most committed teachers will be reached; and second, it necessitates scheduling session on weekends or in the evenings. The Boston ARC has indicated its commitment to continue to work on this problem. If they are successful, the strategies used will be shared with other ARCs. This can be accomplished utilizing existing NARC publications.

Southeast Region - Owensboro ARC, Owensboro, Kentucky. Final selection of the site in the Southeast Region was not completed until April 1978. Thus, implementation of the project in this locale was delayed. In May 1978, project staff traveled to Owensboro to conduct an orientation session for the ARC staff and key volunteers. At that

time, a firm commitment was obtained from the ARC to undertake a full-scale training program.

Evaluation Activities

One of the major activities of Phase III involved the collection of evaluation data in the model sites. Five data collection forms were developed for this purpose (see Appendix H). Each of the forms will be discussed separately. It should be noted that the need for pre- and post-training comparisons on Forms III, IV and V precluded the inclusion of data from two model sites: Ardmore, Oklahoma and Owensboro, Kentucky. Ardmore had initiated their training activities prior to involvement by project staff, and Owensboro began training too late to permit the collection of post-training data. Since project staff were not involved in the training in Ardmore, it was felt that data from this site would not be comparable to data obtained from the other four locations.

Form I. This form consisted of questions directed to model-site representatives responsible for coordinating the training program in their area. The purpose was to delineate problems encountered in implementation and to formulate strategies that could be used by others interested in the project. This information was obtained early in the training effort and was used in developing a publication,

How to Get an Audience, designed to aid other ARCs in implementing the project.

Form III. Form III dealt with the frequency and nature of parent/educator contacts and was completed by parents from four model sites immediately following training sessions and was readministered by mail approximately one year later. (As noted earlier, Ardmore's non-utilization of project staff for training and Owensboro's late initiation of the training activities precluded obtaining pre-post comparison data.) In analyzing the data, information from the four sites was combined due to the low frequency of responses obtained within each site.

Specific data collected included: the number of parent/professional meetings; the locations (e.g., home or school); the purpose of the meetings; the school personnel involved; the involvement of parents in group sessions; and the clarity with which technical information was presented.

A t-test was computed to assess differences in the number of meetings attended by parents before and after training. Chi square comparisons were used to test changes for the remaining variables. Pre- and post-training data were collected from 53 and 31 parents respectively. Because data were collected anonymously, it was not possible to compare individual changes. The data are summarized in Table 5 (page 31).

Table 5

Comparison of Number of Parent/Educator Meetings for Initial-Followup Data

Type of Meeting	Initial Testing N	Initial Testing Attended Meeting Yes	Initial Testing Did Not Attend Meeting No	Followup Testing N	Followup Testing Attended Meeting Yes	Followup Testing Did Not Attend Meeting No	X^2
With counselor	52	38	14	31	23	8	.01
With teacher	52	8	44	31	5	26	.01
With administrator	52	14	38	31	10	21	.26
With others	43	10	33	31	10	21	.74
About child's progress	52	10	42	31	6	25	.00
About IEP	52	24	28	31	11	20	.90
About test results	52	28	24	31	16	15	.03
About discipline problems	52	41	11	31	25	6	.03
About disagreements between parent and teacher	52	36	16	31	20	11	.19
About other	52	33	19	31	13	18	3.64
Group meetings	49	41	8	31	23	8	1.06
Satisfaction with meeting	45	32	13	31	17	14	2.12
Was technical information given	45	40	5	31	25	6	1.00

Analyses showed no significant differences in parental responses immediately following training and one year after training. On two key measures (the number of meetings and satisfaction with them), parents indicated relatively high levels of activity and satisfaction on the first evaluation. This may indicate that many of the parents trained at the four model sites were already active participants in the education of their severely and profoundly retarded children.

Form IV. This form dealt with opinions parents and professionals held regarding a number of issues related to education of severely and profoundly retarded children. The form consisted of the following seven items:

1. "Because of close emotional ties to their own children, parents are often at a disadvantage in making sound decisions regarding their children's education."
2. "Parent's lack of specialized knowledge required in the teaching of severely handicapped children limits the role they can play in their children's education."
3. "Because of the enormous time constraints involved in their development, preparation of detailed individual education plans are not currently feasible in public school settings."

4. "Many special education teachers simply lack the skills or patience required to be effective teachers of severely handicapped children."
5. "Because of the educational needs common to handicapped children (e.g., self-help skills, language, motor development), a general curriculum program is often sufficient for a single classroom."
6. "Parents of severely handicapped children often know more about educating their children than do teachers."
7. "Parents are frequently apathetic or indifferent to their severely handicapped children's schooling."

Trainees were asked to indicate the extent to which they endorsed each item via a five-point scale ranging from "strongly disagree" to "strongly agree."

As was the case with Form III, data were only available from four of the model sites and were collected initially following training sessions conducted by project staff during 1978 and by mail from participants in 1979.

Table 6 gives a comparison between parents and professionals for initial and followup data collection. The right hand column of the table gives the chi square computation for 2 by 2 contingency tables. These were

Table 6

Comparison Between Parents and Professionals
for Initial and Follow-up Data for Form IV

Item	Parents N	Parents Agree	Parents Disagree	Professionals N	Professionals Agree	Professionals Disagree	X^2
Initial							
1	40	10	30	35	14	21	1.9
2	39	12	27	36	10	26	.1
3	36	8	28	34	3	31	2.4
4	39	11	27	33	15	18	2.1
5	35	3	32	35	3	2	0
6	33	16	17	31	19	12	1.0
7	38	13	25	35	11	24	.1
Follow-Up							
1	23	3	20	26	19	7	17.8*
2	20	7	13	25	10	15	.1
3	13	0	13	22	0	22	0
4	16	10	6	23	16	7	.2
5	23	0	23	23	0	23	0
6	20	7	13	26	18	8	5.3*
7	23	10	13	23	11	12	.1

*$p < .05$

formed by collapsing the "strongly disagree" and "slightly disagree" categories and by combining the "strongly agree" and "slightly agree" categories response options. The "no strong opinion" aternative was dropped because few respondents chose to use this response option. In addition, its inclusion would have produced expected frequencies of such low value as to invalidate the x^2 comparisons.

The results tend to indicate that the training had an immediate impact on participants but that over time, some of the opinions of parents and professionals tended to diverge. When Form III was administered immediately following eight hours of training, there were no significant differences in opinions of parents and professionals regarding any of the seven items. However, approximately one year later, two items produced significant differences.

In the follow-up data, parents and professionals differed significantly on item 1, which dealt with the effect of emotional ties to their child on educational decision making by parents, and on item 6, which asserted that parents often know more about educating their children than do professionals. On item 1, 87 percent of the parents disagreed that emotional ties interfere with decision making regarding their children's education, whereas, only 27 percent of educators disagreed. A peculiar finding occurred with

item 6, in that the majority of parents did not agree that they often knew more than professionals about educating their retarded offspring, while more than half of the professionals agreed with the statement. A majority of educators had agreed with this statement originally, while parents were approximately split. In the follow-up, parents shifted toward disagreement (although this pre-post shift in itself was not significant).

Comparisons of changes in opinions before and after training appear in Table 7. Parents showed a significant change in regard to item 4, which stated that many special educators lacked needed skills or patience. Immediately after training, a majority of parents disagreed with this statement, whereas a year later, a majority agreed with it. Professionals also changed opinions on item 1, which dealt with problems in educational decision making due to parental emotional ties. Professionals originally disagreed with this statement, but shifted one year later following training.

These results suggest that the training program has an immediate positive effect on opinions of both educators and parents, but that the impact tends to dissipate after a year's duration. Consequently, it may be desirable to have follow-up sessions, perhaps on an annual or semi-annual basis. These could be used to discuss specific problems

Table 7

Comparisons Between Initial and Follow-up Data for Parents and Professionals for Form IV

	Initial			Follow-up			
Item	N	Agree	Disagree	N	Agree	Disagree	X^2
Parents							
1	40	10	30	23	3	20	1.3
2	39	12	27	20	7	13	.2
3	36	8	28	13	0	13	3.5
4	39	11	27	16	10	6	5.3*
5	35	3	32	23	0	23	2.1
6	33	16	17	20	7	13	.9
7	38	13	25	23	10	13	.5
Professionals							
1	35	14	21	26	19	7	6.6*
2	36	10	26	25	10	15	1.0
3	34	3	31	22	0	22	2.1
4	33	15	18	23	16	7	3.2
5	35	3	2	23	0	23	2.1
6	31	19	12	26	18	8	.4
7	35	11	24	23	11	12	.8

*$p < .05$

individual parents and educators have encountered and to seek solutions to these problems in a group setting.

Form V. Form V contained two questions, one asking how satisfied or dissatisfied the parents were with their children's performance in school during the current year, and the other if the parents could identify the specific skills their child had acquired in school. A five-point scale ranging from "very satisfied" to "very dissatisfied" was used to answer the first item, while the second used a three-point scale: "yes," "maybe" and "no." Data were collected from parents at the training sessions held at four model sites and again by mail approximately one year later.

With regard to the first questions, there was a slight but nonsignificant decline in satisfaction (from 85 percent to 77 percent) and a corresponding increase in dissatisfaction (from 11 percent to 19 percent). This may be regarded as statistical fluctuation, or possibly a trend signifying that training produced more demanding criteria by which parents evaluated satisfaction with their child's performance. Lack of significance may also be attributive to the phrasing of the questions, i.e., the focus was on the performance of the child rather than the performance of school personnel.

Nonsignificant differences were also obtained with question 2. Virtually the same proportion of respondents endorsed the "yes," "maybe" and "no" answers immediately following training and one year later. Initially, 53 percent of the parents indicated they had observed acquisition of new skills, while one year later, 52 percent reported similar observations. Similarly, 20 percent and 19 percent reported not observing any new skills acquired by their children.

Project Spin-Off and Continuation

The information presented thus far pertains to activities specified in the original request for funding. However, further explanation is needed to fully describe the impact of the training program. This section contains information on activities which were catalyzed by the project, as well as plans for future continuation. It should be noted that this section contains only information reported to the project staff and does not represent the total impact of program activities.

Project Spin-Off

In addition to achieving the stated goals of the project, the training materials have been utilized in a number of additional ways.

Pre-service teacher training. A number of university teacher training programs have requested copies of the written and audiovisual materials to use in training both undergraduate and graduate special and regular education students. The program has been used by both special and regular education departments in institutions, such as The University of Vermont, The University of Kentucky, The University of Virginia, Ohio State University, Eastern Carolina University, State University College at Buffalo, The University of Alabama, The University of Texas at Dallas and The University of Mississippi.

Training programs sponsored by state education agencies. Several state ARCs (e.g., the Alabama, Wyoming and Utah Associations) have initiated the Parent/Professional Training Project in cooperation with state education agencies. It should be noted that Alabama and Utah have funded projects to enable their respective state association to implement training activities.

Parent training programs. The Callier Center in Dallas, which serves the deaf-blind in the South Central region of the United States, has utilized the project materials to train parents to participate in their multiply handicapped children's education.

Surrogate parent training. Tulane University utilized project materials to train surrogate parents in the State of Louisiana.

Training in the development of IEP. Several training programs have extracted the IEP portion of the workshop to aid parents and professionals in understanding of the process of IEP development. It should be noted that this segment of the program has been presented at national conventions of the American Association on Mental Deficiency, as well as at the NARC national convention. Information on the project was also presented at national meetings of the American Association on Education of the Severely and Profoundly Handicapped and the National Education Association.

Training of professionals other than educators. A number of state mental health and mental retardation programs have utilized project materials to train mental retardation professionals. Examples include Ohio and New York.

Use in litigation. The New Mexico ARC introduced the project film into testimony in their "right to education" court case.

Use in public education campaigns. A large number of local ARCs have utilized the training film in public

education efforts presented at civic and church group meetings.

Project Continuation

Although federal support of this project has ended, it is important to note that activities catalyzed by the national training effort will continue. The pyramidal training and dissemination design on which this project was based helps assure this. Trainers in the field are presently conducting workshops and planning future ones. To assist in these efforts, NARC will continue to promote and disseminate all materials developed through the project. Following depletion of the supply printed with federal funds, NARC will continue to make the entire package available at cost to the public.

Appendix A

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DETAILED OUTLINE

BOOK I	Right to Education: Where Are We and How Did We Get Here?
BOOK II	The Public School: Administration, Organization and Financing
BOOK III	Educational Programming in the Public Schools: General Considerations
BOOK IV	The Public School; Daily Programming in the Classroom
BOOK V	Parent/Professional Partnership: How to Make It Work

BOOK I

THE RIGHT TO EDUCATION: WHERE ARE WE AND HOW DID WE GET HERE?

BOOK I WILL DISCUSS THE DEVELOPMENT AND CURRENT STATUS OF PUBLIC SCHOOL EDUCATION FOR SEVERELY AND PROFOUNDLY RETARDED STUDENTS IN OUR COUNTRY. INCLUDED IN THIS DISCUSSION WILL BE GENERAL TREATMENTS OF THE HISTORY OF SPECIAL EDUCATION, THE GROWTH OF THE PARENT MOVEMENT, CHANGING ROLES OF THE PUBLIC SCHOOL, THE IMPACT OF LITIGATION AND LEGISLATION ON THE PUBLIC SCHOOL AND AN OVERVIEW OF CURRENT TECHNOLOGY.

How did we get here?

The section on the history of special education in the United States will begin with a discussion of initial community efforts to provide special education services. From there it will lead into how compulsory attendance laws influence services for mentally retarded students. Following that will be a discussion on state legislative efforts to provide for handicapped children in public schools. The development from early permissive

Abt Associates, Inc. Assessment of selected resources for severely handicapped children and youth, a state-of-the-art paper, Cambridge, Massachusetts, Abt Associates, 1974, 1.

Balick, Nancy, ed. Digest of state and federal laws: education of handicapped children, 3rd ed. Reston, Virginia: Council for Exceptional Children, 1974.

Cruickshank, William M. & Johnson, G. Orville, eds. Education of exceptional children and youth, 3rd ed. Englewood Cliffs, New Jersey, Prentice-Hall, Inc. 1975.

Dunn, Lloyd M., ed. Exceptional children in the schools, special education in transition, 2nd ed. New York: Holt, Rinehart and Winston, Inc.

state legislation, which provided funds for programs but left implementation of those programs as a local option, to mandatory state legislation, which provided funds and made implementation compulsory, will be highlighted. The evolution of school programs for mildly and moderately retarded students will be covered. Finally, the current status of mandatory educational services for severely and profoundly retarded individuals will be discussed.

Kirk, Samuel A. Educating exceptional children, 2nd ed. Boston, Massachusetts: Houghton Mifflin Company.

When did parents become involved?

Parent involvement in the field of mental retardation will be traced back to the beginnings of NARC, when 42 parents united their efforts to provide services for their retarded children. NARC's growth from a parent group into a national organization composed not only of parents, but also professionals and

Cruickshank, William M. and Johnson, G. Orville, eds. Education of exceptional children and youth, 3rd ed. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1975.

National Association for Retarded Citizens. Policy statements on the education of mentally retarded children, Arlington, Texas: National Association for Retarded Citizens, 1971.

Roos, Philip. Parents and families of the mentally retarded. In, Kauffman, James M. & Payne, James S. eds. Mental retardation: introduction and personal perspectives. Columbus, Ohio: Charles E. Merrill, 1975.

other concerned citizens will be covered. A historical sketch of NARC's stance on educational services for mentally retarded persons will be presented through an analysis of NARC's official policy statements on education.

This section will also relate the story of how parents have adopted the role of advocacy for their children. Parental participation in the identification, assessment, program planning, monitoring and teaching processes will be presented as being part of that role.

Segal, R. M. Mental retardation and social action: a study of the associations for retarded children as a force for social change. Springfield, Illinois: Charles C. Thomas, 1970.

Stephens, Beth. To NARC on their twenty-fifth year of endeavor. In, Education and training of the mentally retarded, 1975.

Boggs, Elizabeth. Decade of decision: an evaluation report prepared for the 1960 white house conference on children and youth. New York, National Association for Retarded Children, Inc. 1959.

Roos, Philip. Parent organizations. In, Wortis, Joseph ed. Mental retardation: an annual review, Vol. 2. New York: Gruen & Stratton, 1970.

What is the purpose of a public school?

Who should benefit from public education--society or the individual? Who should be allowed to attend school? These are the questions that will be raised in this portion of Book I. The development of the

McGrew, Jean B. The handicaps of budgeting for the handicapped. In, Educating the 24-hour retarded child, national training meeting on education of the severely and profoundly retarded. Arlington, Texas: National Association for Retarded Citizens, 1975.

Martin, Edwin W. On education for the severely/profoundly handicapped and Justice Douglas. In, The american association for the education of the severely/profoundly handicapped review. Vol. 1, 3 (January 1976) 115-123.

public school from an institution existing solely for the benefit of society, to an institution existing to meet the needs of the individual will also be presented. A brief overview of the individual rights movement will lead into a discussion of severely handicapped children entering schools and forcing educators and administrators into broadening the meaning of education. Necessary changes in traditional curriculum, methodology, etc. will be highlighted.

Roos, Philip. Current issues in the education of mentally retarded persons. In, Conference on the education of mentally retarded persons, September 17-19, 1971, St. Louis, Missouri. Proceedings. Edited by Walter J. Cegelka, Arlington, Texas: National Association for Retarded Citizens, 1971.

Sontag, Ed, Burke, Philip J. & York, Robert. Considerations for serving the severely handicapped in the public schools. In, Education and training of the mentally retarded. Vol. 8, 2 (1973) 20-26.

How has the law affected education for the handicapped student?

This chapter will begin with an overview of early litigation concerned with education and the individual's rights. It will then move into a discussion of the major "right to education" court cases: PARC v. Commonwealth of Pennsylvania, Mills v. Board of Education of District of Columbia and others.

Absen, Alan & Weintraub, Frederick. The law and that other minority. In, The school psychology digest. Vol. 3 (Winter 1974) 44-53.

Absen, Alan, ed. A continuing summary of pending and completed litigation regarding the education of handicapped children, 8th ed. Reston, Virginia: Council for Exceptional Children, 1975.

Lippman, Leopold & Goldberg, I. Ignacy. Right to education: anatomy of the Pennsylvania case and its implication for exceptional children. New York: Teachers College Press, Columbia University, 1973.

Following this will be an explanation of how these legal efforts have influenced state and federal legislation. At the state level that influence will be shown through mandatory special education services and compulsory school attendance for all children. On the federal level it will be demonstrated through the Education for All Handicapped Children Act, the Elementary and Secondary Education Act, the Family Educational Rights and Privacy Act and other key legislation.

Martin, Edwin. The federal commitment to education of the severely and profoundly retarded. In, Educating the 24-hour retarded child, national training meeting on education of the severely and profoundly mentally retarded. Arlington, Texas: National Association for Retarded Citizens, 1975.

What does technology offer special educators?

Highlights of recent technological innovations in educating retarded students, such as telecommunication efforts, prosthetic devices and teaching machines, will be described at this point in Book I.

Lindsley, O. R. Direct measurement and prosthesis of retarded behavior. Journal of Education, 1964; (revised). University of Oregon curriculum bulletin, 1969.

Guess, Doug, Sailor, Wayne & Louis, Leonard. Educational technology for the severely handicapped: a comprehensive bibliography. Kansas Neurological Institute: Topoka, Kansas, 1975.

BOOK II

THE PUBLIC SCHOOL: ADMINISTRATION, ORGANIZATION AND FINANCING

THIS BOOK WILL BE DIVIDED INTO TWO SECTIONS COVERING THE FORMAL AND INFORMAL STRUCTURES OF THE PUBLIC SCHOOL SYSTEM IN THIS COUNTRY.

PART I WILL CONTAIN GENERAL INFORMATION ABOUT PUBLIC SCHOOL ADMINISTRATION WITH SPECIAL EMPHASIS ON SPECIAL EDUCATION SERVICES. PART II WILL INCLUDE GUIDELINES FOR PARENTS AND TEACHERS ON HOW TO OBTAIN INFORMATION FROM SCHOOL OFFICIALS, WHO TO CONTACT WITH SPECIFIC QUESTIONS AND CONCERNS, AND HOW TO EVALUATE THE SCHOOL SYSTEM THROUGH ITS BUDGETS, REGULATIONS, TEACHER QUALIFICATIONS, ETC.

PART I

FORMAL STRUCTURE OF THE PUBLIC SCHOOL

The Neighborhood School

This chapter will describe the administrative structure of the neighborhood school. Parents will learn how their children are placed in specific programs and how the special education programs fit into the system.

In closing, this portion of the book will reveal what the relation-

Heller, H. W. Rural special education: a dilemma. Theory into practice. 14, (2) 1975, 137-142.

McGrew, Jean B. The handicaps of budgeting for the handicapped. In, Educating the 24-hour retarded child, national training meeting on education of the severely and profoundly retarded. Arlington, Texas: National Association for Retarded Citizens, 1975.

ship of the neighborhood school is within the overall structure of the local education agency.

The Local Education Agency (LEA)

The local education agency or city-wide school system is very complex in its structure. In order for parents to work within this system, they must understand the responsibilities held by the people in control. These responsibilities will be discussed, as well as what support services should be provided by the LEA. Other information to be contained in this chapter will be the hiring and firing of teachers, assignment of special education services to specific neighborhood schools, the development of local school budgets, and information on funding. The closing segment will include a discussion of how rural LEA's differ from those in urban settings.

Jones, P. R., Wilkerson, W. R. Preparing special education administrators. Theory into practice. 14 (2), 1975. 105-109.

McGrew, Jean B. The handicaps of budgeting for the handicapped. In, Educating the 24-hour retarded child, national training meeting on education of the severely and profoundly retarded. Arlington, Texas: National Association for Retarded Citizens, 1975.

Vergason, G. A., Smith, F. V., & Wyatt, K. E. Questions for administrators about special education. Theory into practice. 14 (2), 1975. 99-104

The State Education Agency

Every local education agency is related to a state education agency (SEA). The administrative structure of the SEA will be explained as well as its role in monitoring curriculum, selecting and certifying personnel, in-service and pre-service training of teachers, distributing state and local funds, etc.

Balick, Nancy, ed. Digest of state and federal laws: education of handicapped children, 3rd ed. Reston, Virginia: Council for Exceptional Children, 1974.

Weintraub, F. J., Abeson, A. R., & Braddock, D. L. State law and education of handicapped children: issues and recommendations. Arlington, Virginia: The Council for Exceptional Children, 1972.

In addition, regulations and legislation from a number of states will be examined.

The Federal Government Role

As the LEA is connected to the SEA, so the SEA is associated with the U.S. Office of Education. Within this section will be a discussion on the power structure of the U.S. Office of Education, what agencies within this department are concerned with the education of handicapped individuals, how federal funds are awarded to state and local schools, and what impact federal aid and regulations have on the education of retarded students.

Balick, Nancy, ed. Digest of state and federal laws: education of handicapped children, 3rd ed. Reston, Virginia: Council for Exceptional Children, 1974.

Braddock, D. Mental retardation funds: an analysis of federal policy. Doctoral dissertation, University of Texas at Austin, 1973.

University Teacher Education Program

The relationship between university teacher training programs and public schools will be presented in this chapter, with emphasis on what influence the LEA and SEA have in determining the content of those programs.

An explanation will be given on what a pre-service teacher training program is and how it will differ according to the type of student the teacher is being trained to serve. The question of what role universities should play in in-service training will also be explored. The chapter will close with information on how parents and educators can monitor and influence the quality of all university teacher training programs.

Connor, Frances P. Some issues in professional preparation - education of the severely handicapped. In, Educating the 24-hour retarded child, national training meeting on education of the severely and profoundly retarded. Arlington, Texas: National Association for Retarded Citizens, 1975.

Hoyen, Edward L. Preparing educational personnel for the severely and profoundly mentally retarded. In, Educating the 24-hour retarded child, national training meeting on education of the severely and profoundly retarded. Arlington, Texas: National Association for Retarded Citizens, 1975.

National Association for Retarded Citizens. Policy statements on the education of mentally retarded children. Arlington, Texas: National Association for Retarded Citizens, 1971.

Tawney, James W. Prerequisite conditions for the establishment of educational programs for the severely retarded. In, Educating the 24-hour retarded child, national training meeting on education of the severely and profoundly retarded. Arlington, Texas: National Association for Retarded Citizens, 1975.

Williams, Wes, Brown, Lou & Certo, Nick. Components of instructional programs for severely handicapped students. In, Educating the 24-hour retarded child, national training meeting on education of the severely and profoundly retarded. Arlington, Texas: National Association for Retarded Citizens, 1975.

PART II

INFORMAL STRUCTURE OF PUBLIC SCHOOLS - WHAT IT IS REALLY LIKE AND HOW TO EFFECT CHANGE

Part II will provide a closer look at the more informal structure of the public schools, including some general information on the "politics" of public education. Concrete suggestions will be offered to parents and educators on who to contact, what to say, how contact should be made, what alternatives are available, etc. in regard to such issues as:

- assuring every child is admitted to a public school program
- guaranteeing that handicapped children have the same access to all public school services that non-handicapped children have
- ensuring that every child has a knowledgeable and effective advocate

Biklen, D. Let our children go: an organizing manual for advocates and parents. Syracuse, New York: Human Policy Press. 1974.

McGrew, Jean B. The handicaps of budgeting for the handicapped. In, Educating the 24-hour retarded child, national training meeting on education of the severely and profoundly retarded. Arlington, Texas: National Association for Retarded Citizens, 1975.

Network, a national school-year newspaper for parents. Columbia, Maryland. Published by the National Committee for Citizens in Education. Vols. 1, 2, 3 & 4, 1975.

- evaluating state codes, regulations, etc., and changing them when necessary
- effective lobbying at local, state and federal levels

Other things to be included in this section will be examples of channels of communications, letters, check-lists, names of persons and agencies, etc. that parents and educators can use in school politics. These examples and illustrations will be limited to demonstrating how systems can be changed. Specific information on how to evaluate what actually happens in the classroom will be contained in Books III and IV.

BOOK III
EDUCATIONAL PROGRAMMING IN THE PUBLIC SCHOOLS: GENERAL CONSIDERATIONS

BOOK III WILL DEAL WITH GENERAL CONSIDERATIONS IN PROGRAMMING FOR HANDICAPPED CHILDREN. BROADLY DESCRIBED, THESE ISSUES INCLUDE THE STEPS NECESSARY IN ORDER TO GET A CHILD INTO THE APPROPRIATE EDUCATIONAL SETTING. SPECIFIC POINTS TO BE DISCUSSED INCLUDE: CHILD FIND, INITIAL ASSESSMENT, CLASSIFICATION AND PLACEMENT DECISIONS AND OPTIONS, DUE PROCESS AND SPECIFICATION OF LONG-RANGE OBJECTIVES.

AN OVERVIEW WILL BE GIVEN ON SPECIALIZED NEEDS OF SEVERELY AND PROFOUNDLY HANDICAPPED STUDENTS SUCH AS PROSTHETICS, EVALUATION OF MULTIPLY HANDICAPPED CHILDREN, COMMUNICATION TECHNIQUES, ETC. OTHER AREAS RELATED TO SPECIFIC NEEDS OF SEVERELY HANDICAPPED CHILDREN WILL ALSO BE REVIEWED, SUCH AS DRUGS AND MEDICATION, SEIZURE CONTROL AND MANAGEMENT, AND OTHER PHYSICALLY RELATED PROBLEMS.

How do "child find" systems work?

Every state in the country has or will be conducting searches for school age children who are not presently being served by the public

COMPILE: Commonwealth plan for identification, location and evaluation of mentally retarded children. Pennsylvania Department of Education and Public Welfare, 1972.

school system. This chapter will discuss the various techniques that have been employed in order to "find" these children, such as the use of media, door-to-door canvassing, telephone surveys, city-wide screening of infants and young children, etc. Specific attention will be given to the role of parents, parent groups, teachers, and teacher groups as important participants in "child find" efforts.

National Coordinating Office for Regional Resource Centers and National Association of State Directors of Special Education. Proceedings from the Child Find Conference, Washington, D.C. 1975

Project CHILD - a special education early childhood identification project. Pittman, New Jersey, Educational Improvement Center, 1974.

Zehrback, R. R. Determining a preschool handicapped population. Exceptional children. 42 (2), 1975. 76-84

How are initial assessment, classification and placement decisions made and what are a parent's options?

Methods and techniques used by professionals in performing individual assessments of a child will be explained, including the use and misuse of standardized norm-referenced tests and the use of informal assessment techniques (checklists, observations, etc.). Parents will be given information that will aid them in understanding data presented to them

Allen, R. M. & Allen, S. P. Intellectual evaluation of the mentally retarded child: a handbook. Los Angeles, California: Western Psychological Services, 1970.

Deno, E. N. Instructional alternatives for exceptional children. Arlington, Virginia: Council for Exceptional Children, 1973.

Fredericks, H. D. (et. al) A data based classroom for the moderately and severely handicapped. Monmouth, Oregon: Instructional Development Corporation, 1975.

by professional evaluators. Professionals will, in turn, be given suggestions on how to interpret assessment results to parents.

General information will be presented on how classification and placement decisions should be made, such as who should be included in decision making--parents, teachers, administrators, supportive personnel, etc. Placement options that should be available to parents and students will also be listed.

National Association for Retarded Citizens. Policy statement on the education of mentally retarded children, Arlington, Texas: National Association for Retarded Citizens, 1971.

Ross, S. L., De Young, H. G. & Cohen, J. S. Confrontation: special education placement and the law. Exceptional Children, 38 (1) 1971, 5-12.

Sailor, W. TARC assessment system. Topeka, Kansas: Kansas Neurological Institute, 1975.

Weintraub, F. J. Recent influence of law regarding the identification and educational placement of children. Focus on Exceptional Children. 4 (2) 1972, 1-11.

What is due process?

What can a parent or educator do when they feel a child hasn't been classified and placed in an appropriate educational program? This section will give specific recommendations on how to ensure a child's rights through due process, including the rights of

Abeson, A., Bolick, N. & Hass, J. A primer on due process: education decisions for handicapped children. Reston, Virginia: Council for Exceptional Children, 1975.

Ross, S. L., De Young, H. G. & Cohen, J. S. Confrontation: special education placement and the law. In, Exceptional children. 38 (1) 1971, 5-12.

the student, parents and educators in the due process hearing.

Weintraub, F. J. Recent influences of law regarding the identification and educational placement of children. In, Focus on exceptional children. 4 (2) 1972, 1-11.

How can you modify school services to meet the needs of severely and profoundly retarded students?

Some of the public schools existing today should be modified in order to meet the needs of severely and profoundly retarded students. In this chapter a discussion on what those modifications should be (architectural considerations, classroom apparatus and materials, etc.) will be presented.

Another point to be stressed will be the importance of placing classrooms for severely and profoundly retarded students, whenever possible, in buildings with non-handicapped students.

Fredericks, H. D. (et. al) A data based classroom for the moderately and severely handicapped. Monmouth, Oregon: Instructional Development Corporation, 1975.

Gray, George. Education service delivery - architectural considerations. In, Educating the 24-hour retarded child, national training meeting on education of the severely and profoundly retarded. Arlington, Texas: National Association for Retarded Citizens, 1975.

Sontag, E., Burke, P., & York, R. Considerations for serving the severely handicapped in the public schools. Education and Training of the Mentally Retarded, 1973, 8(2), 20-26.

Stainbeck, S. & Stainbeck W. Teaching the profoundly handicapped in the public school setting: some considerations. The American Association for the Education of the Severely/Profoundly Handicapped Review. 1(3), 1976, 1-17.

How do you set long-range goals for severely and profoundly retarded students?

The establishment of long-term educational goals for severely

Fredericks, H. D. (et. al) A data based classroom for the moderately and severely handicapped. Monmouth, Oregon: Instructional Development Corporation, 1975.

and profoundly retarded students will be considered in this chapter. The importance of avoiding self-fulfilling prophecies regarding the limitations of the student will be stressed, as well as how educational goals for "short-term" students (persons first admitted to school at an older age) will differ from those for students who enter educational programs early in their life. This section will close with a discussion of parents' and educators' roles in the selection of long-range educational goals for students.

Williams, Wes; Brown, Lou & Cerio, Nick. Components of instructional programs for severely handicapped students. In, Educating the 24-hour retarded child, national training meeting on education of the severely and profoundly retarded. Arlington, Texas: National Association for Retarded Citizens, 1975.

What are some of the special learning needs of multiply handicapped children?

Within this chapter will be general information for parents and educators in regard to specialized needs of multiply handicapped children. Reference material on current advances will be given such as specialized evaluation methods,

Stainbeck, S. & Stainbeck, W. Teaching the profoundly handicapped in the public school setting: some considerations. The American Association for the Education of the Severely/Profoundly Handicapped Review. 1 (3), 1976, 1-17.

prosthetics, advances in communication techniques and other innovations. Also included will be a reference section on medical considerations (drug therapy, seizure control, respiratory and circulatory problems, etc.) An overview will be given on necessary supportive services, such as occupational, physical, speech and recreational therapies.

BOOK IV

THE PUBLIC SCHOOLS: DAILY PROGRAMMING IN THE CLASSROOM

BOOK IV WILL PROVIDE SPECIFIC INFORMATION FOR PARENTS AND EDUCATORS ABOUT CLASSROOM PROGRAMMING FOR SEVERELY AND PROFOUNDLY RETARDED STUDENTS. TOPICS TO BE ADDRESSED WILL INCLUDE: SELECTION OF CURRICULUM CONTENT, EXAMPLES OF METHODOLOGIES, MUTUAL INVOLVEMENT OF PARENTS AND EDUCATORS IN THE DEVELOPMENT OF INDIVIDUAL PROGRAM PLANS, AND CONTINUOUS PROGRESS MONITORING (INCLUDING DATA COLLECTION) AND PROGRESS REPORTING. IN ADDITION, ATTENTION WILL BE GIVEN TO INFANT, EARLY CHILDHOOD, VOCATIONAL AND LIFE SKILL PREPARATION AND FOLLOW-THROUGH INTO ADULTHOOD. INFORMATION WILL ALSO BE PROVIDED FOR PARENTS AND EDUCATORS CONCERNING PARENT TRAINING IN CHILD MANAGEMENT, FOLLOW-THROUGH IN THE HOME AND THE ROLE OF PARAPROFESSIONALS AND VOLUNTEERS IN THE EDUCATIONAL PROCESS. THROUGHOUT THIS BOOK, THE IMPORTANCE OF HOME AND SCHOOL PROGRAMMING FOR SEVERELY AND PROFOUNDLY RETARDED STUDENTS WILL BE STRESSED. THIS WILL UNDERSCORE THE NEED FOR CLOSE COOPERATION BETWEEN THE SCHOOL AND THE HOME.

What should be included in a student's curriculum?

Much time and thought should be devoted to the content of any student's curriculum, especially when he or she is severely or profoundly retarded. What do severely handicapped individuals need

Brown, L., Bellamy, T., and Sontag, E. The development and implementation of a public school prevocational training program for trainable level retarded and severely emotionally disturbed students, Book 1.

to know in order to live successfully in this society? This question will be discussed and examples of general content areas such as self-help skills, language development, motor development and cognitive skills will be presented, followed by a discussion of specific content based on developmental sequences.

Brown, L. and Sontag, E. Toward the development and implementation of an empirically based public school program for trainable mentally retarded and severely emotionally disturbed students, Book 2. Madison, Wisconsin: Madison Public Schools, 1972.

Brown, L., Scheuerman, N., Cartwright, S., and York, B. The design and implementation of an empirically based instructional program for severely handicapped students: toward the rejection of the exclusion principle, Book 3. Madison, Wisconsin: Madison Public Schools, 1973.

Fredericks, H. D., Riggs, C., Furey, V., Grove, D., Moore, W., McDonnell, J., Jordan, E., Hanson, W., Baldwin, V., Wadlow, M. The teaching research curriculum for the moderately and severely handicapped. Springfield, Illinois: Charles C. Thomas, 1975.

Haring, N. G. and Cohen, M. Using the developmental approach as a basis for planning different kinds of curricula for severely/profoundly handicapped persons. In, Educating the 24-hour retarded child. Arlington, Texas: National Association for Retarded Citizens, 1975.

Meyers, D. G., Sinco, M. E., and Stalma, E. S. The right-to-education child. Springfield, Illinois: Charles C. Thomas, 1973.

Ronayne, A. M., Wilkinsin, P. A., Bogolay, N., Manculich, K., Sieber, L., and McDowell, M. Perceptual-Motor development curriculum guide. Pittsburg, Pennsylvania: Allegheny Intermediate Unit, 1974.

What are some effective teaching methods?

In this chapter, the behavioral approach to teaching curriculum content will be explored. Information on how to evaluate behavioral objectives, task-analysis, data keeping, and evaluation will be presented. Also included will be examples of other approaches to classroom teaching such as perceptual-motor and developmental.

Baldwin, V., Fredericks, H. D., Brodsky, G. Isn't it time he outgrew this? Or, a training program for parents of retarded children. Springfield, Illinois: Charles C. Thomas, 1973.

Fredericks, H. D., et al. A data based classroom for the moderately and severely handicapped. Monmouth, Oregon: Instructional Development Corporation, 1975.

Haring, N. G. and Cohen, M. Using the developmental approach as a basis for planning different kinds of curricula for severely/profoundly handicapped persons. In, Educating the 24-hour retarded child. Arlington, Texas: National Association for Retarded Citizens, 1975.

Ronayne, A. M., Wilkinson, P. A., Bogotay, N., Manculine, K., Sieber, L., and McDowell, M. Perceptual-Motor development curriculum guide. Pittsburg, Pennsylvania: Allegheny Intermediate Unit, 1974.

Tawney, J. W., Allen, M., O'Reilly, C., Cobb, P., and Aeschleman, S. Developing curricula for errorless learning: a search for order in an unorderly world. Seattle, Washington: American Association for Education of the Severely/Profoundly Handicapped, 1975.

Williams, W., Brown, L., and Certo, N. Components of instructional programs for severely handicapped students. In, Educating the 24-hour retarded child. Arlington, Texas: National Association for Retarded Citizens, 1975.

Williams, W. Procedures of task analysis as related to developing instructional programs for the severely handicapped. In, L. Brown, T. Crowner, W. Williams and R. York (Eds). Madison's alternative for zero exclusion: a book of readings. Vol. V. Madison, Wisconsin: Madison Public Schools, 1975.

How do you establish an individual's educational program?

This section will contain a discussion on informal classroom assessment techniques and their use in the development of specific programs for children. Specific information on what constitutes an individual program plan will be followed by a discussion of the importance of parental involvement in its development.

Fredericks, H. D., et al. A data based classroom for the moderately and severely handicapped. Monmouth, Oregon: Industrial Development Corporation, 1975.

How often should a student's progress be monitored?

The necessity of continued assessment of the student as a vital part of determining progress and modifying teaching strategies will be presented. Suggestions for parents and educators outlining basic data gathering techniques will be provided.

Baldwin, V., Fredericks, H. D., Brodsky, G. Isn't it time he outgrew this? Or, a training program for parents of retarded children. Springfield, Illinois: Charles C. Thomas, 1973.

Fredericks, H. D. et al. A data based classroom for the moderately and severely handicapped. Monmouth, Oregon: Industrial Development Corporation, 1975.

Saunders, R. R. and Koplick, K. A multi-purpose data sheet for recording and graphing in the classroom. The American Association for the Education of the Severely/Profoundly Handicapped Review, 1 (1), 1975.

Williams, W., Brown, L., Certo, N. Components of instructional programs for severely handicapped students. In, Educating the 24-hour retarded child. Arlington, Texas: National Association for Retarded Citizens, 1975.

What's involved in progress reporting?

Mutual progress reporting techniques (parents reporting progress at home and teachers reporting progress at school) will be covered. The value of sharing this vital information as a means of continuous upgrading of student programs will be shown.

Baldwin, V., Fredericks, H. D., Brodsky, G. Isn't it time he outgrew this? Or, a training program for parents of retarded children. Springfield, Illinois: Charles C. Thomas, 1973.

Fredericks, H. D. et al. A data based classroom for the moderately and severely handicapped. Monmouth, Oregon: Industrial Development Corporation, 1975.

Saunders, R. R. and Koplick, K. A multi-purpose data sheet for recording and graphing in the classroom. The American Association for the Education of the Severely/Profoundly Handicapped Review, 1 (1), 1975.

Williams, W. Brown, L., Certo, N. Components of instructional programs for severely handicapped students. In, Educating the 24-hour retarded child. Arlington, Texas: National Association for Retarded Citizens, 1975.

What do you teach infants?

When an infant begins life with a mental handicap, it is most important that he receive attention that stimulates his senses. Parents of a mentally retarded baby need to know how to provide their child with the appropriate kinds of stimulation. The basic components of

Massachusetts Department of Mental Health. Exploring Materials. Lexington, Massachusetts: Commonwealth Mental Health Foundation, 1973.

Massachusetts Department of Mental Health. Home stimulation for the young developmentally disabled child. Lexington, Massachusetts: Commonwealth Mental Health Foundation, 1973.

infant stimulation will be explained in this chapter, as well as the responsibilities parents must take in order to make it work.

United Cerebral Palsy. Nationally Organized Collaborative Project to Provide Comprehensive Services for Atypical Infants and Their Families. Compendium of audio-visuals, printed materials, resources. New York, New York: United Cerebral Palsy Associations, Inc., 1975.

What should be included in an early childhood education program?

Again in early childhood, as in infancy, the parents have the major responsibility to see that their child receives proper early childhood educational services. They must work with educators in this cooperative effort. The importance of socialization, language development, self-help skills as integral parts of an early childhood education program will be stressed.

Allen, K. E. The acquisition of social skills in the young child. In, N. G. Haring (Ed.), Behavior of exceptional children: an introduction to special education. Columbus, Ohio: C. E. Merrill, 1974.

Bricker, D. Infant, toddler and preschool research and intervention project: self-help skills classroom training program. Nashville, Tennessee: John F. Kennedy Center, Georgia Peabody College, 1973.

Connor, F. P. and Talbot, M.E. An experimental curriculum for young mentally retarded children. TC series in special education. New York: Teachers College Press, 1970.

Dmitriev, V. Motor and cognitive development in early education. In N. G. Haring (Ed.), Behavior of exceptional children: an introduction to special education. Columbus, Ohio: C. E. Merrill, 1974.

Moore, C. (Ed.). Preschool programs for handicapped children: a guidebook for the development and operation of programs. Regional Resource Center for Handicapped Children, Center on Human Development. Eugene, Oregon: University of Oregon Press, 1974.

What does a severely handicapped student need to learn during traditional school years?

The importance of vocational and life skills as a major portion of programming through the school years will be emphasized in this section. This will be related to the need for long-term planning.

Bellamy, G. T., Peterson, L., and Close, D. W. Habilitation of the severely and profound retarded: illustration of competence. Eugene, Oregon: Center on Human Development, University of Oregon.

Gold, M. W. Research on the vocational habilitation of the retarded: the present, the future. In N. R. Ellis (Ed.), International review of research in mental retardation, Vol. 6. New York, New York: Academic Press, 1973. Pp. 97-147.

Gold, M. W. Preworkshop skills for the trainable: a sequential technique. Education and Traning of the Mentally Retarded, 1968, 3, 31-37.

Hamre, S. and Williams, W. W. Family life curriculum. In, L. Brown, W. Williams, and T. Crowner. A collection of papers and programs related to public school services for severely handicapped students, Vol. IV. Madison, Wisconsin: Madison Public Schools, 1974.

Meyen, E. L. and Retish, P. M. Sex education for the mentally retarded. Mental Retardation, 1971, 9 (1), 46-50.

What happens when he grows up?

As severely and profoundly retarded individuals grow into adulthood, when does the school's responsibility end? Is the individual left without any kind of assistance to help him adjust to new problems he will face? The responsibility of other community services becoming involved or continuing education programs (leisure-time activities, vocational training, self-help skills, sex education, etc.) will be mentioned as possible answers to these questions.

National Association for Retarded Citizens. Vocational and life skills: position statements on the relevance of public school curricula to vocational and life skill programming for mentally retarded students. Arlington, Texas: National Association for Retarded Citizens, 1975.

What kinds of training should the parent receive?

Specific examples of skills a parent should be provided in order to work with their severely handicapped child will be presented in this section. Some of those examples will be behavior management, data gathering, teaching of self-help skills and methods to achieve carry-over of school activities into the home (generalization).

Baldwin, V., Fredericks, H. D., Brodsky, G. Isn't it time he outgrew this? Or, a training program for parents of retarded children. Springfield, Illinois: Charles C. Thomas, 1973.

Brockway, B. and Williams, W. W. Training in child management: a prevention oriented model. In, Clark, Evans and Hamerlynck (Eds.). Proceeding of the Sixth Banff International Conference on Behavior Modification. Champaign, Illinois: Research Press, 1974.

Finnie, N. Handling the young cerebral palsied child at home. 2nd Edition. New York, New York: E. P. Dutton and Company, 1975.

Shearer, M. S. and Shearer, D. E. The Portage Project: a model for early childhood education. Exceptional Children, 1972, 39 (3), 210-217.

Watson, L. S. Child behavior modification: a manual for teachers, nurses, and parents. New York, New York: Pergannon Press, Inc., 1973.

York, R. Selected bibliography related to parents as behavior modifiers. The American Association for the Education of Severely/Profoundly Handicapped. 1975.

BOOK V

PARENT/PROFESSIONAL PARTNERSHIPS: HOW TO MAKE IT WORK

BOOK V WILL PRESENT CONCRETE SUGGESTIONS FOR PARENTS AND PROFESSIONALS ON THE ESTABLISHMENT OF CLOSE COOPERATIVE WORKING RELATIONSHIPS. IT WILL BEGIN WITH A DISCUSSION OF THE SOMETIMES CONFLICTING EXPECTATIONS PARENTS AND TEACHERS HAVE FOR SEVERELY AND PROFOUNDLY RETARDED STUDENTS.

ATTITUDINAL, POLITICAL AND HISTORICAL BARRIERS TO POSITIVE CHANGE WILL BE ANALYZED. SUGGESTIONS FOR OVERCOMING THOSE OBSTACLES WILL FOLLOW. EXAMPLES OF METHODS WHICH HAVE BEEN SUCCESSFUL IN GETTING PARENTS AND PROFESSIONALS TOGETHER WILL THEN BE MENTIONED, SHOWING THAT MUTUAL CONCERN FOR THE STUDENT'S WELFARE IS THE KEY TO SUCCESSFULLY OVERCOMING PRECONCEIVED DIFFERENCES OF OPINION HELD BY THOSE TWO GROUPS. IN CLOSING, THIS BOOK WILL DISCUSS THE IMPORTANCE OF INVOLVING OTHER COMMUNITY SERVICES IN THE EDUCATIONAL PROGRAMMING FOR SEVERELY HANDICAPPED INDIVIDUALS, PROVIDING SUGGESTIONS FOR PARENTS AND EDUCATORS TO USE IN GAINING THAT COMMUNITY-WIDE COOPERATION.

What expectations do parents and teachers have for severely and profoundly retarded students?

Research shows that parents and educators often differ in their views

Barsch, R. H. The parent teacher partnership. The Council for Exceptional Children. Arlington, Virginia. 1961.

of what a severely handicapped person is capable of doing. Hazards of unrealistic or self-limiting goals for students will be pointed out. The section will end with a discussion on how to establish long-range goals for children, while at the same time maintaining the flexibility necessary to adjust the goals according to the individual child's progress.

DeBoor, M. F. What is to become of Katherine? Exceptional Children, 41 (8), 1975. 517-518.

Gorham, K. A. A lost generation of parents. Exceptional Children, 41 (8), 1975. 521-526.

Greer, B. C. On being the parent of a handicapped child. Exceptional Children, 41 (8), 1975. 519-520.

What are some of the barriers to change?

Research indicates that parents' and educators' attitudes towards each other have often been less than desirable in the establishment of positive working relationships. Suggestions will be made to parents and educators on how to break down those barriers. From here the chapter will lead into other types of attitudinal obstacles that have existed in the community and schools regarding the exclusion of certain children from public education.

Barsch, R. H. The parent teacher partnership. The Council for Exceptional Children. Arlington, Virginia. 1969.

DeBoor, M. F. What is to become of Katherine? Exceptional Children, 41 (8), 1975. 517-518.

Gorham, K.A. A lost generation of parents. Exceptional Children, 41 (8), 1975. 521-526.

Greer, B. C. On being the parent of a handicapped child. Exceptional Children, 41 (8), 1975. 519-520.

The role of bureaucratic resistance to change will be examined. Advice will be offered on how to work within the political structure to change legislation, regulations, codes, etc.

Can parents and professionals really work together?

This section will contain examples of programs that have been successful in developing close working relationships between parents and educators.

Barsch, R. H. The parent teacher partnership. The Council for Exceptional Children. Arlington, Virginia. 1969.

Dean, D. Closer look: a parent information service. Exceptional Children, 41 (8), 1975. 521-526.

Feldman, M. A., Byalick, R., Rosedale, M. P. Parents and professionals: a partnership in special education. Exceptional Children, 41 (8), 1975. 551-553.

Flint, W., Deloach, C. A parent involvement model for handicapped children and their parents. Exceptional Children, 41 (8), 1975. 556-558.

Karnes, M. B., Zehrbach, R. R. Matching families and services. Exceptional Children, 41 (8), 1975. 545-549.

O'Connell, C. Y. The challenge of parent education. Exceptional Children, 41 (8), 1975. 554-555.

Warfield, G. J. Mothers of retarded children review a parent education program. Exceptional Children, 41 (8), 1975. 559-562.

Who should be a child's advocate?

Parents and educators work closely with a child throughout his educational career. Their natural roles as advocates will be discussed in this chapter to show how they can join forces to influence other agencies, the community and the society in general.

Biklen, D. Let our children go: an organizing manual for advocates and parents. Syracuse, New York: Human Policy Press, 1974.

BOOK

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Appendix C

THE PARENT/PROFESSIONAL PARTNERSHIP:

THE RIGHT TO EDUCATION:

WHERE ARE WE AND HOW DID WE GET HERE?

PREVIOUSLY ENTERED IN ERIC
UNDER

ED 165 370

PARENT/PROFESSIONAL PARTNERSHIP:
Training Workshop Manual

A tool designed to improve working relationships between parents and educators of severely and profoundly retarded students.

This trainer's manual was developed as a part of the NARC Project, Training to Facilitate the Education of the Severely Handicapped, supported by Grant #G007501215 from the Bureau of Education for the Handicapped, U.S. Department of Health, Education and Welfare.

National Association for Retarded Citizens
NARC Research and Demonstration Institute
2709 Avenue E East, Arlington, Texas 76011

PREFACE

Severely and profoundly retarded children are for the first time beginning to enroll in public schools across the country. Research and demonstration programs have proven that these children are capable of learning skills and knowledge with proper instruction and support. Now they are finally going to have the opportunity to receive the help they need to develop to their full potential. At least they may begin receiving it, if their parents, teachers and friends are prepared to work together. Severely and profoundly retarded children can not be expected to progress if they only receive instruction from the school. Training must be carried into the home environment as well. Cooperative partnerships must be formed between parents and professionals in order to educate severely handicapped students.

NARC's Parent/Professional Training Package attempts to give parents and teachers information that can be used to establish effective cooperative relationships. Included in the package are a series of 3 booklets, a 14½ minute color/sound movie and three brief slide presentations. These training materials are supplemented by the presentation of an eight-hour workshop.

The purpose of this manual is to provide detailed instructions for conducting the Parent/Professional Training

Workshop, taking you from the planning phases on into the actual presentation. The manual was developed through NARC's Parent/Professional Training Project which was funded by the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education, and Welfare.

This manual consists of two major sections. The first section provides information on the purposes of the Parent/Professional Training Workshop, major groups which can benefit from participation and specific guidelines for workshop presentations and other preparatory steps.

The second section contains specific guidelines for conducting the workshop, including the use of scripts for lectures, audio-visual presentations and instructions for small group activities. A detailed workshop schedule is provided to assist you in maintaining necessary time limits for each activity or parts thereof. Every activity in the manual is preceded by information that includes the number designation of the activity, its purpose, and the specific steps which are involved. Immediately following this information is either a copy of a handout for the participants which contains instructions for a team exercise or a script for a lecture or audio-visual presentation.

Although every lecture in the workshop appears in the manual as a written script, you <u>should not</u> read each presentation word-for-word to the participants. Instead, you should present the content of each lecture in your own words and at the same time present all of the points mentioned in the written

script. It may be helpful to make an outline of each written lecture to use in presenting it to the workshop participants.

A supplementary section is included in the manual to assist you in determining needed equipment and materials and planning the physical arrangement of the room for the workshop. An example of the type of invitational letter which should be sent to prospective participants in the workshop is also included.

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SECTION I

PREPARING FOR AND CONDUCTING A WORKSHOP

THE NARC PARENT/PROFESSIONAL TRAINING WORKSHOP

The Parent/Professional Training Workshop is intended to help state and local ARCs and representatives of the education profession, including administrators, teachers, therapists, etc. become more knowledgeable about all aspects of educational programming for severely and profoundly retarded students. This workshop was initiated at the national level by the involvement of key ARC state level volunteers and staff in training sessions, which were conducted by the NARC Regional Vice President and the Parent/Professional Training Project staff at the six NARC Regional Conferences of 1977. The participants of these initial sessions were trained to conduct the workshop at the local level in their respective states.

Overview of Workshop Activities

The workshop curriculum consists of brief lectures, audio-visual presentations, and problem-centered tasks for small group activities. A major feature of the workshop is the opportunity for experience-based learning, since some of the activities require participants to learn while interacting and working in teams. The lectures and audio-visual presentations give necessary background information that will form the basis for teamwork. The sequence and interrelation of the workshop activities enable participants to progressively cope with more complex concepts in the education of severely and

profoundly retarded students, as indicated in the following activity description:

Activity I: Welcome and Introductions. This brief initial activity requires you to welcome the participants, introduce the persons attending, and give general information regarding the purpose of the workshop. A brief introductory statement is presented on Page 19.

Activity II: Overview of Project and Training Workshop. The participants are presented with an overview of the Parent/Professional Training Project. This is accomplished by: a prepared introductory statement which should be read by the trainer; a slide presentation, "Parents Can Make A Difference," which gives a brief overview of the project; and a prepared statement which orients participants to the day's activities. The slide presentation is furnished in a carousel slide tray and an audio cassette, which has inaudible cues to advance the slide projector.

Activity III: The Big Yellow Schooner to Byzantium (Film). During this activity participants are shown a film which documents the feasibility of public school education for severely and profoundly retarded students. This film, The Big Yellow Schooner to Byzantium, also stresses the important role parents play in assuring appropriate educational services for severely and profoundly retarded students. Following a brief introduction, which explains how the film was produced,

the film should be shown. After viewing the movie, participants are given an opportunity to ask questions about what they have seen. This question and answer session should be kept very brief. You will find an introduction to the film on Page 35.

Activity IV: Right to Education Presentation. This is a presentation for you to give which explains where we are currently in regard to educational services for severely and profoundly retarded students and how we got to this point. The presentation gives an overview of the federal Education for All Handicapped Children Act which mandates public education for all handicapped children. The text of this lecture is contained on Page 38.

Activity V: Due Process Presentation. At the beginning of this activity, the concept of due process should be introduced. A script on Page 46 is provided for you to use for this purpose. This script also introduces a slide show on due process. The due process slide show is approximately 5 minutes in length. It is supplied in a carousel and has a synchronized cassette tape which accompanies it. Following the showing of the slide presentation, another lecture should be given that contains supplementary information regarding the concept of due process (Page 50).

Activity VI: Parent-Educator Relationship Exercise. This is a group activity in which participants are asked to identify

potential areas of disagreement and major obstacles that might prevent the establishment of cooperative working relationships between parents and teachers. Following identification of potential areas of disagreement, participants are asked to suggest ways which parents and educators can work effectively to overcome these impediments to full and appropriate educational services.

Activity VII: Classroom Programming. The purpose of this activity is to give participants information regarding programming in the classroom. A script which introduces a slide show is contained on Page 56. The slides are contained in a slide tray and are accompanied by a synchronized audio cassette tape. Following the slide presentation, you should give the lecture on the individual educational plan. You can enhance this lecture by writing out major points on a newsprint pad as you state them. These points are underlined throughout the written text of the lecture (Pages 56-62).

Activity VIII: Individual Educational Plan Exercise. This group activity requires the participants to evaluate an individual educational plan. In order to do this, back-up information on an actual child is given on form PPT-3a-e of this manual. This is followed by an example of the individual educational plan that was developed by the child's parents and representatives of the schools. Participants are asked to evaluate this individual educational plan utilizing infor-

mation they have obtained in the earlier presentation. Following the evaluation, participants are asked to give group reports. The results of these evaluations are then compared to the I.E.P. which is contained in Book II.

Activity IX: Getting Parents and Professionals Together. This final lecture is intended to motivate participants to begin utilizing some of the information gained in the workshop in their own local areas. A prepared script is contained on Page 91.

Workshop Training Materials

The core training materials for the workshop are contained in a series of three books, The Parent/Professional Partnership, which provides detailed information on all aspects of educational programming for severely and profoundly retarded students. The first book, The Right to Education: Where Are We and How Did We Get Here?, provdes a brief history of the right to education movement and general information about administration and financing of public schools.

The second book, Classroom Programming: What Should Be Taught?, offers detailed information regarding programming in the public schools. The first chapter of this book gives general information regarding child find procedures, evaluation and assessment techniques, placement and due process procedures. The second chapter provides detailed information regarding what should be happening in a classroom for severely retarded students, including evaluation of curricula, development of the individual educational plan, appropriate teaching methods, and techniques for monitoring student progress. The third book, The Partnership: How To Make It Work, presents some obstacles to productive parent/professional partnerships, and offers suggestions for establishing cooperative working relationships.

Other training materials used in the Parent/Professional Training Workshop are: a 14½ minute film, The Big Yellow

Schooner to Byzantium; a slide tape presentation, "Parents Can Make A Difference," which gives an overview of the Parent/Professional Training Project; a slide show on due process; and a slide show on general classroom programming. These audio-visual materials may also be used independently of the workshop for discussing certain concepts related to educational programming for severely and profoundly retarded students.

Participants for the Workshop

The Parent/Professional Training Workshop is designed especially for state and local ARCs and state and local education agency personnel. The workshop is, however, appropriate for any group or organization which is interested in public school education for severely and profoundly retarded students.

WORKSHOP GUIDELINES

These workshop guidelines are offered to assist you in preparing for and conducting a Parent/Professional Training Workshop. Carefully study these instructions in order to ensure a successful and effective training program.

Preparation for the Workshop

In preparing for the workshop, you should become familiar with all of the training materials. The core written materials should be studied in depth in order to give the trainer the information necessary to answer questions.

Materials Needed for the Workshop

The printed and audio-visual training materials are supplied in the Parent/Professional Training Package. Also included in this package are the number of needed instruction forms for group activities and additional scripts for slide presentations. The scripts can be used by the trainer and the person assisting with the audio-visual equipment when the synchronized audio cassette tape is not used (that is, when the necessary equipment is unavailable). This training package is available upon request from the NARC headquarters office in Arlington, Texas. Printed materials are supplied free of charge, and audio-visuals are loaned as needed; thus, availability should be determined before planning a workshop and request for materials should be made well in advance (one month).

Other equipment and materials which are needed to conduct the Workshop must be provided by the sponsor. The following list includes a description and rationale for needed items:

A. For note taking and recording information, participants will need:

1) approximately five (5) sheets of 8½" X 11" paper;

2) pencils for taking notes and recording plans;

3) a large newsprint pad (28" X 34") for each group since both group activities require recording information which will be reported to other participants;

4) one roll of tape (masking tape is preferable) in order to display their large sheets of paper; and

5) one (1) felt tip pen for each group to use in recording information on large sheets of paper.

B. The movie, slide presentations and lectures will require:

1) one (1) 35mm carousel slide projector with automatic focusing (carousel slide trays will be provided with slide shows);

2) one (1) audio cassette tape recorder with synchronization capacity;

3) one (1) 16mm sound/movie projector;

4) one (1) 16mm take-up reel;

5) one (1) 6' X 6' movie screen; and

6) small flashlight to enable the projectionist to read

scripts during the slide presentations if a synchronized tape is not used.

C. The following items of furniture are needed for the trainer and participants:

1) two (2) small tables for movie and slide projectors;
2) one (1) table and chairs for trainers;
3) one (1) table lecturn with light and microphone if needed;
4) tables (preferably round) to accommodate six to eight participants each;
5) chairs for participants; and
6) miscellaneous material: scotch tape, paper clips, rubber bands, pens, glasses, water and ash trays.

In order to ensure that all necessary material and equipment are secured for the workshop, a check list is included in Appendix A.

Determining the size of the workshop. The workshop is designed to be maximally effective for 40 to 50 participants. This size range ensures the formation of an adequate number of groups with six to eight participants in each. Also, an informal size should be maintained in order to stimulate questions and discussions.

Locating the workshop setting. The architectural features of the workshop room will be important (see Appendix B). It must be possible to darken the room for a movie and slide presentations.

There must also be enough space to situate the projectors and screens for easy viewing by all participants.

Requesting Attendance. A letter of invitation should be sent to prospective participants at least one month prior to the workshop. This letter (see Appendix C) should inform the invitee of the purpose of the workshop, the general agenda, the date, time, and place. A post card should be enclosed with the invitation for the invitee to indicate whether or not he will be able to attend.

Ensuring availability of equipment and materials. The materials and equipment check list in Appendix A must be thoroughly reviewed prior to the workshop, allowing enough time to secure missing items. When possible, the room for the workshop should be prepared a day in advance and audio-visual equipment should be tested.

If an audio cassette machine with synchronization capacity cannot be obtained, but an audio cassette machine without this capacity can be, it will be necessary for one trainer to manually advance the slide projector as the soundtrack plays. Cues for slide advances can be found on the slide show scripts. If no audio tape machine can be found, one trainer will have to read the script aloud while the second trainer operates the slide projector.

Persons needed to conduct the workshop. If possible, two trainers should conduct the workshop. Two people will help

prevent overexposure to one speaker, which can reduce participant interest. The detail work of operating the projectors, distributing instruction forms for group activities, and providing clarification of instruction during activities can be shared by the trainers.

Rehearsing for the workshop. All activities involving scripts, or scripts in conjunction with a slide presentation, must be adequately rehearsed to ensure an effective presentation. You should alter the wording of the written lectures to fit your speaking style, but their basic content should not be changed. It may be helpful to make an outline of each written lecture to use in making the different presentations. When the synchronized tape is not used, the audio-visual presentation must be rehearsed until there is consistent synchronization between the speaker and the projected slides. Immediately following each change between slide presentations, the slide tray for the next presentation should be placed on the projector. This will help the workshop flow smoothly.

CONDUCTING A WORKSHOP

The following guidelines are offered in order to help you conduct an interesting and effective workshop.

Grouping participants. You should know the workshop participants in terms of their general and professional interest. At the beginning of the session, small teams of six to eight members should be formed. Since this workshop

is designed for parents, educators, and other interested persons, it is suggested that each group contain a representative cross section of backgrounds. A roster prepared in advance can aid the trainer in determining group placement. Groupings established at the outset should be maintained throughout the workshop.

Reading instruction forms. The team activities are an important feature of this workshop. It is imperative that team members read and understand instructions for each activity. To ensure a reading of instruction, you should read aloud each instruction form for an activity, asking the participants to read along silently. After reading the instructions, ask participants if they have any questions regarding their tasks. You should periodically check on the progress of each group during an activity to further ensure that the instructions are understood. This checking can also be effective in keeping participants on task and in maintaining the time schedule on each activity. Therefore, it would also be helpful to periodically remind the participants of how much time remains for the exercise.

Providing opportunities for questions. Since the lectures and audio-visual presentations serve as a basis for team activities, it is also imperative that participants fully understand the information presented. Therefore, following each presentation a brief question and answer period should be scheduled.

Maintaining a time schedule. The length of time allotted for each activity in the detailed workshop schedule indicates approximate requirements. The times designated for each activity and overall length of the workshop are important for maintaining participant's interest and, therefore, should not be altered.

Time frame for workshop. It is highly desirable for the workshop to be conducted in a one day period because the activities comprising the workshop are highly interrelated. Thus, time separations between the activities, i.e., presenting the workshop in a series of meetings, would reduce its effectiveness.

SECTION II

SPECIFIC INSTRUCTIONS AND SCRIPTS FOR WORKSHOP ACTIVITIES

DETAILED WORKSHOP TIMETABLE

This schedule is to assist the trainer in maintaining the basic workshop schedule.

Time	Activity	Materials
BLOCK I		
5 min	PRESENTATION: "Welcome and Introductions"	PPT-1
20 min	AUDIO-VISUAL PRESENTATION AND BRIEF REMARKS "Overview of Project and Training Workshop"	
5 min	1) Presentation: "Introduction to Slide Presentation"	
5 min	2) Slide Presentation: "Parents Can Make A Difference"	
10 min	3) Presentation: "Orientation to Day's Activities"	
35 min	AUDIO-VISUAL PRESENTATION "The Big Yellow Schooner to Byzantium"	
5 min	1) Presentation: "Introduction to Film"	
20 min	2) Film: "The Big Yellow Schooner to Byzantium"	
10 min	3) Questions about film	
15 min	PRESENTATION "Right to Education"	
15 min	COFFEE BREAK	
15 min	AUDIO-VISUAL PRESENTATION AND BRIEF COMMENTS "Due Process"	
5 min	1) Presentation: "Introduction to Slide Show"	
5 min	2) Slide Presentation: "Due Process"	
5 min	3) Presentation: "Summary of Due Process"	
75 min	TEAM ACTIVITY "Establishing Effective Parent/ Professional Relationships"	
5 min	1) Instructions	
40 min	2) Task	PPT-2
20 min	3) Group Reports	
10 min	4) Discussion	
90 min	LUNCH	

BLOCK II

45 min		AUDIO-VISUAL PRESENTATION AND LECTURE "Classroom Programming"
	5 min	1) Presentation: "Introduction to Slide Presentation"
	5 min	2) Slide Presentation: "General Educational Programming"
	25 min	3) Lecture: "Individual Education Plans"
	10 min	4) Questions about classroom programming
15 min		COFFEE BREAK
105 min		TEAM ACTIVITY "Individual Education Plans" PPT-3a-i
	5 min	1) Instructions
	60 min	2) Task
	20 min	3) Group Reports
	15 min	4) Feed-back
30 min		PRESENTATION "Getting Parents and Professionals Together"
		ADJOURN

TOTAL TIME

7 hrs. 45 min.
(including lunch)

Activity I: WELCOME AND INTRODUCTION

Purpose: To briefly welcome and introduce participants.

Steps for Trainer:

step one - Hand out the training agenda (PPT-1).

step two - Call the meeting to order.

step three - Trainer welcomes participants to the workshop. A brief script entitled "Welcome and Introduction" may be read. It may be desirable for the trainer to change the wording of this in order to fit his own speaking style. Since the purpose of this is merely to welcome and acquaint participants with each other, the content of this can be altered by the trainer.

step four - Ask each participant to briefly give his name and a little bit of information about himself. This will help other participants know the composition of the group.

PARENT/PROFESSIONAL TRAINING WORKSHOP

AGENDA

MORNING SESSION

9:00 - 9:05 a.m.	Welcome and Introductions
9:05 - 9:25 a.m.	Presentation: Overview of Project and Training Workshop
9:25 - 10:00 a.m.	Presentation: "The Big Yellow Schooner to Byzantium"
10:00 - 10:15 a.m.	Presentation: Right to Education
10:15 - 10:30 a.m.	COFFEE BREAK
10:30 - 10:45 a.m.	Presentation: Due Process
10:45 - 12:00 noon	Team Activity: Establishing Effective Parent/ Professional Relationships
12:00 - 1:30 p.m.	LUNCH

AFTERNOON SESSION

1:30 - 2:15 p.m.	Presentation: Classroom Programming
2:15 - 2:30 p.m.	COFFEE BREAK
2:30 - 4:15 p.m.	Team Activity: Individual Educational Plans
4:15 - 4:45 p.m.	Presentation: Getting Parents and Professionals Together
4:45	ADJOURN

WELCOME AND INTRODUCTION

This is indeed an exciting period in the history of education. For the first time, we are beginning to see educational services being extended to all children. Those of you who are here today represent the two groups who are charged with assuring that the last group of children, the severely and profoundly mentally retarded, have their "right to an education" fulfilled.

As parents and educators you have the prime responsibility for translating what is now the law of the land into workable programs which serve children.

In order to help you in your current and future endeavors, the NARC Research and Demonstration Institute has prepared a training package which is aimed at the persons responsible for implementing programs at the local community level. It is NARC's belief that the two most important groups involved in any educational programming are the parents and the local school personnel. The fact that we have representatives here today from these groups is an indication that you share this belief.

I would like to welcome you to this workshop. We feel that it will be an important step in establishing ongoing cooperation and communication between the school and the home and that this will ultimately have a positive effect on the quality of education for severely handicapped students.

In order to help you get to know each other, I would like to take the next few minutes and have each of you briefly identify

yourselves and tell a little about your concern or involvement with the education of severely and profoundly retarded students.

Activity II: OVERVIEW OF PROJECT AND TRAINING WORKSHOP

Purpose: To acquaint the participants with the NARC Parent/ Professional Training Project and the purposes of the workshop. Expectations for participants during and after the workshop will be discussed.

Steps for Trainer:

step one - Give the presentation entitled "Introduction to Slide Presentation."

step two - Show slide presentation, "Parents Can Make A Difference."

Note: Have the slide projector set on slide #1 before starting the audio cassette machine.

step three - Give the presentation entitled "Orientation to Day's Activities."

INTRODUCTION TO SLIDE PRESENTATION

In June of 1975, the National Association for Retarded Citizens was awarded a grant from the Bureau of Education for the Handicapped to conduct a training program that would help parents and educators work together more effectively in educating severely and profoundly retarded students.

In order to mount this nationally significant activity, NARC staff, with a tremendous amount of support from key volunteers and professional educators, has developed a training package. This training package centers around the workshop that is being presented to you today. It consists of a trainer's manual that tells the trainer how to conduct the workshop, three slide shows, a film, and a series of three books that describe in more detail all of the information that will be presented today. Since all of the information is in the books, you do not have to take copious notes unless you want to.

In developing these materials, Project staff relied heavily on input from persons who reviewed the materials at the six 1976 NARC Regional Conferences. (At these conferences, over 140 persons provided suggestions regarding content of the materials.) The materials were also field tested using parents of severely and profoundly retarded students. What will be presented to you today is the culmination of eighteen

months spent in developing materials aimed at helping parents and educators work together more effectively.

In order to give you an overview of the Project as a whole, we have a slide presentation that outlines the major objectives and time frames for the project. NARC chose to entitle this presentation, "Parents Can Make A Difference" because these words sum up our basic philosophy that parents are, indeed, the persons who can make a difference in the lives of severely and profoundly retarded students.

We will now view the slide presentation.

Parents Can Make A Difference

Slides	Audio
(1) Blank Slide	
(2) Title Slide: Shot of parents and child. Supered over this is "Parents Can Make A Difference."	(2)-(4) Music
(3) Graphic: "PARC v. Commonwealth of Pennsylvania"	
(4) Graphic: "Mills v. Board of Education of District of Columbia"	
(5) Little girl with spastic movement.	(5) Through the judicial system in our country, it's finally being established that all school age children have the right to receive a public school education, no matter how severely handicapped they may be.
(6) Teacher and two children.	(6)
(7) Child sitting alone.	(7)
(8) Close-up of older boy smiling.	(8) Mentally retarded children have a right to learn... to be part of the mainstream.
(9) Older boy working at table with mother and teacher.	(9) As public schools begin to accept these children into their programs, the importance of parent-professional partnerships will increase.
(10) Older boy and family.	(10) That's because a meaningful education for the mentally retarded child must include all of his surroundings...
(11) Shot of same older boy at grocery store with parent.	(11) the home, (12) the family, the community and the school.
(12) Older boy at school, dressing.	
(13) (14) Two shots of a teacher doing learning activity with same child. (teeth brushing)	(13) This is especially true for severely and profoundly retarded children. (14) What they learn in school must be reinforced at home to be of value.

Slides	Audio
Same child doing activity (as above) with parent.	Transfer of learning has to take place. (Music approx. 10 seconds)
Two more shots of same activity going on at different stages of the activity.	
Extreme close up of a toddler's face.	Mental retardation needs to be identified early in a child's life, so that he can begin receiving programs and services that will help him overcome his handicaps.
(3) shots: close-up of a man behind bars, medium close-up of a man behind bars, wide-shot of a man behind bars.	Every year a mentally retarded person grows older without this kind of assistance, the more difficult it becomes for the individual to ever fully develop.
Mother and father playing with toddler.	Parents can play a big part in the identification process.
Same mother and father giving concerned looks at the toddler.	If they can recognize early warning signs of mental retardation, they can work with professionals to find programs and services which will help their children develop to their full potential.
Older boy doing sorting task at school.	As children progress, their educational programs have to be continually examined to be sure that they are still meeting the needs of the students.
Older boy in bedroom with father and brother dressing. Older boy setting table.	Parents should be involved in this evaluation process because they have more opportunities to observe their youngsters than anyone else.

Slides	Audio
Shot of older boy eating with family. (27)	(27) They can see them in daily life activities...
Older boy planing with other children. (28)	(28) playing with others...
Older boy reaching for sack at store. (29)	(29) Adjusting to the world around them. This kind of parental knowledge can be used to round out evaluations made on a child's progress.
Older boy's mother in a discussion with a professional. (30)	(30) If an evaluation determines that a child needs to be placed in another program, then the child's parents should have some say in the matter.
Graphic: "Mandera v. Board of Education of the City of New York" (31)	(31) In fact, some courts are ruling that parents must have a voice in these decisions. And a number of states are revising legislation to this effect.
Graphic: parents and educators at a conference table. (32)	(32) Parents should also participate in determining individualized objectives for student programs. Once these programs are underway, they can monitor them to see if the objectives are being met.
Graphic: school board meeting (33)	(33) Another area that parents are becoming more involved in is policy-making. As advocates for their children, they can see that administrative expedience never overshadows student needs.
Teacher showing a parent how to teach older boy a task. (34)	(34) Yes, the parent-professional partnership is becoming more and more important in the education of mentally retarded students.

Slides	Audio
NARC LOGO (35)	(35) Realizing the importance of this partnership, the National Association for Retarded Citizens saw the need for a training package that could help parents and professionals work together more effectively.
Slide of Washington, D.C. with "Bureau of Education for the Handicapped" supered over it. (36)	(36) So they requested funding for the project from the United States Office of Education's Bureau of Education for the Handicapped.
Shot of Cathy, Bob, Kay and Carol working at conference table or desk. (37)	(37) Funding was granted, and now the project is underway. The project's timetable is divided into three stages.
Graphic: (38) Design Stage August, 1975-January, 1977	(38) The design stage, consists of soliciting input from ARC members and professionals in the field to help make the program relevant and meaningful.
Graphic: (39) Intermediate Stage February, 1977-June, 1977	(39) The second stage of the project is devoted to presenting the entire training project at NARC's six Regional Conferences.
Graphic: (40) Map of the U.S. with boderlines showing the six regions.	(40) At these conferences, appropriate ARC volunteers and staff are to be instructed on how to use the training package.
Map cont'd.	Once they've been taught how to use it, they can take the package to the state and local levels and teach other members how to present it. These people in turn can take it out into the community and actually use the training package to educate the public.

Slides	Audio
Graphic: (40) Final Stage July, 1977-June, 1979	(41) The final stage is to be devoted to consultation with state and local ARCs as they begin implementing the training package. This will also be the time to evaluate the success of the program as it filters through the NARC network.
Shot of teacher working with an older boy. (43)	(42) Although the training project is aimed towards parents and professionals who work with severely and profoundly retarded students, it is useful to other parents and educators as well.
Shot of parent and teacher working with older boy. (43)	(43) So there you have it. A plan to further enhance the vital working relationship between parents and professionals in the public school education of severely and profoundly retarded students. (44)
BEH Slide (44) Blank Slide (45)	(45) Music fades out.

ORIENTATION TO THE DAY'S ACTIVITIES

With the information you have just received, you can understand what the NARC Parent/Professional Training Project is attempting to accomplish. Today's workshop will serve as a catalyst in cultivating workable cooperative relationships between the people responsible for implementing "free appropriate educational services" for severely and profoundly retarded students.

You have been invited to participate in this Parent/Professional Training Workshop because you have a dedication to appropriately educate children. This commonality provides the basis for establishing an ongoing cooperative home/school relationship. Through your attendance today, you will be able to improve this communication.

It is important that each of you attend the entire session today. The activities are highly interrelated, and emphasis is placed on experience-based learning in small group activities. The effectiveness and meaningfulness of the workshop will be significantly reduced if any portion of it is missed.

Each of you has an agenda for today's workshop. If you will now refer to this schedule, we will briefly outline the sequence to be followed. We began today's session by giving you an overview of the NARC Parent/Professional Training Project. In just a moment we will see a film, The Big Yellow Schooner to Byzantium, which deals with the feasibility of public school

education for severely and profoundly retarded students and stresses the important roles parents play in the education of their children.

Following the film, we have a short presentation regarding where we have been and where we are headed in guaranteeing every severely or profoundly retarded student his right to an education.

Then we have a short presentation regarding how due process procedures relate to all areas of educational programming.

This presentation will be followed by an exercise in which each group will discuss obstacles to cooperative working relationships between parents and educators and will offer suggestions for overcoming these impediments.

After a break for lunch, we will begin the afternoon session with a slide show and a presentation on classroom programming, including suggestions which can be utilized in developing and evaluating individual educational plans. We will then ask each group to participate in an exercise dealing with the evaluation of an individual educational plan of a severely retarded adolescent.

Following group reports and discussions, we will have a final presentation aimed at providing you with information necessary to effectively maintain the type of parent-educator communication which will hopefully be stimulated today.

During the course of today's workshop, you will be given illustrative materials which supplement some activities. A

set of the three-book series, The Parent/Professional Partnership, will be distributed. A trainer's manual for conducting state and local Parent/Professional Training Workshops will be available from NARC headquarters, and the printed and audio-visual training materials which are used today are also available from NARC.

Activity III: THE BIG YELLOW SCHOONER TO BYZANTIUM

Purpose: To document for participants both the feasibility of education of severely and profoundly retarded students in the public schools and to underscore the important role parents must play in this process.

Steps for Trainer:

step one - Give the presentation entitled "Introduction to The Big Yellow Schooner to Byzantium."

step two - Show the movie, The Big Yellow Schooner to Byzantium.

step three - Answer any questions raised by the film.

INTRODUCTION TO THE BIG YELLOW SCHOONER TO BYZANTIUM

A few of you may have already seen the film, The Big Yellow Schooner to Byzantium. If so, I think you will agree that it is a very interesting and inspiring film. For those of you who have not seen it, please let me tell you a few things about it.

This film focuses on the feasibility of educating severely and profoundly retarded individuals in the public schools. It also stresses how important it is for parents to be involved in the education of their severely handicapped child.

The Big Yellow Schooner to Byzantium was produced by Century Studios and directed by Larry Stouffer, who also directed the Citizen Advocacy film, Something Shared and the earlier film, Where Do The Children Play. It is narrated by Mr. Henry Fonda and was scripted with input from key NARC volunteers, the Project's National Advisory Committee, and NARC Institute staff members. The music was composed specifically for this film by the Dallas-based artist Bob Farrar.

Footage was shot in the public schools of Madison, Wisconsin. There are no actors. What you will see in action are real students, teachers, and parents in public school programs.

Something to keep in mind is that Madison, Wisconsin, has had this type of programming for severely handicapped

students for some time. You might say it is a prototype. With the new federal laws and recent court decisions, the situation at Madison will soon become a reality for all public schools throughout the nation.

Activity IV: RIGHT TO EDUCATION PRESENTATION

Purpose: To give participants information regarding the "right to education movement," where we are and how we got here. Particular emphasis is given the federal Education for All Handicapped Children Act.

Steps for Trainer:

step one - Give the presentation entitled "Right to Education."

Note: It is often of interest to add to this presentation significant events in the special education history of the state and local area in which the workshop is being held. This will require that the trainer do the research and incorporate the material into the presentation. It will also enhance the presentation to include information about the state's plan for complying with P.L. 94-142. This information will also have to be obtained by the trainer. The appropriate place for this addition is indicated in the script.

step two - Answer questions concerning the presentation.

RIGHT TO EDUCATION PRESENTATION

The idea that all children have a right to an education is a relatively new one. Most of us can remember from our own childhood that there were certain children within our communities who didn't attend school. Some of them were excluded by provisions in the state education laws that required a child to have a certain mental age before he could go to school. Some states required a child to be toilet trained or already know certain socially acceptable behaviors in order to enter public schools.

On the other hand, some children were kept out of school by their parents. Perhaps these parents felt they were protecting their children. Or they may have even been a little ashamed of them. Regardless of the reasons why some children were prevented from going to school, the fact is that few people really questioned whether this practice was right or wrong.

Recently, however, some very dramatic events have occurred that have changed this state of affairs. In 1971, the Pennsylvania Association for Retarded Citizens filed suit against the Commonwealth of Pennsylvania. In this case, parents of thirteen retarded children sued the State of Pennsylvania, its agencies and school districts for failure to provide publicly supported educational services for mentally retarded students. This case resulted in a consent agreement

in which the court ordered the state to provide education to all mentally retarded children.

About the same time, there was a similar case in the District of Columbia. In this suit, Mills v. Board of Education, the District of Columbia, the court ruled that all handicapped children had a right to receive a public education. The court also indicated that the district's lack of funds could not be used as an excuse to exclude any child. These two significant court cases ushered in a new movement concerned with the "right to education."

Since 1971, when these cases were heard, there have been many similar suits won in various parts of the country. However, these decisions only extended the right to education to the children living in the particular states where those cases were heard. The right to education was not a national phenomenon. In 1975, the Congress of the United States passed the Education for All Handicapped Children Act, better known as Public Law 94-142. This act mandates that public schools throughout the country begin serving all handicapped children. It also clearly states that federal funds under this act should first be spent on children who are not currently receiving a public education. The right to education is now a federal law.

Let's briefly look at some of the major provisions of the Education for All Handicapped Children Act. Keep in mind that this is a federal law and a state must carry out the

mandates of this law before it is eligible for any federal education money. In other words, if a state doesn't comply with P.L. 94-142, it cannot receive federal money for any educational programs, and that includes money for school lunch programs, general elementary and secondary educational programs, reading programs, and so on.

Public Law 94-142 requires each state to provide a free appropriate public education to every handicapped child between the ages of three and eighteen by September 1, 1978. By September 1, 1980, all handicapped children between the ages of eighteen and twenty-one must also begin receiving a free and appropriate public school education. There is an exception to this mandate. If a state doesn't serve non-handicapped children who are between the ages of three to five and eighteen to twenty-one, it doesn't have to provide an education to handicapped individuals within those two age groups.

Congress not only appropriated funds for Public Law 94-142, but it also established priorities for spending those funds. The first priority is for handicapped children who are not receiving an education. The second priority is for children who are severely handicapped and are currently receiving an inadequate education. The law requires that states use the full amount of their Public Law 94-142 funds in meeting these two priorities before spending money on other handicapped children.

Another provision of the Education for All Handicapped Children Act requires that each handicapped child have an individual educational program (or I.E.P.) that is written especially for him. The Act defines the I.E.P. as "a written statement developed in a meeting with a representative of the local education agency, the teacher, the parent, and the child, where appropriate." The written statement for each child should include the learning objectives, the content, implementation and evaluation of the child's educational program. We will discuss the I.E.P. in more detail later on in this workshop.

The Law also requires each State Department of Education to comply with minimum standards of due process whenever there is disagreement between the parents and the school over a student's education. These due process procedures are aimed at guaranteeing the school's and the parents' rights to a fair hearing before a neutral judge. After both sides are heard, a solution can hopefully be found that will provide the student with the most appropriate education possible. We will describe these due process procedures in more detail in another presentation.

Public Law 94-142 also addresses the area of educational placement of a handicapped child. According to the Act, handicapped children must be educated in the least restrictive environment. This means that they should be educated in the most "normal" setting possible, while still meeting their educational needs. The action of removing a child from a classroom

for non-handicapped students and putting him into a special class should only occur when the child's handicap is so severe that it prevents the child from learning even with the use of supplementary aids and services.

These are some of the major provisions of the Education for All Handicapped Children Act.

(Note to Trainer: At this point, you can begin to discuss what your particular state's plans are for complying with P.L. 94-142.)

So now we have a federal law that mandates each child's right to an education and our states are beginning to comply with it. But what about the future? How will we educate these new students in our public schools?

Current technology shows considerable promise. Computer terminals are now being developed that could be placed in homes of severely handicapped students and then be hooked up to a major educational institution. In this way we might be able to conduct effective parent training programs. Advances in the behavioral sciences are providing valuable information. The results of a variety of research and demonstration projects have indicated that severely handicapped individuals can learn to communicate, take care of their basic needs, and live a more productive life. Early intervention projects have shown that the harsh effects of mental retardation can be minimized. If a child is given proper training early enough, he can overcome handicaps that were considered permanent in the past.

Parents have been taught how to give their young retarded infants that proper training. These successes must be duplicated throughout our country.

We are at a critical period and progress has begun. However, unless parents and educators increase their understanding and respect for each other and begin to work as a closely coordinated team, the work accomplished so far will not continue. The materials contained in the Parent/Professional Training Project are aimed at giving both groups some of the skills and knowledge necessary to establish this positive working relationship.

Activity V: DUE PROCESS PRESENTATION

Purpose: To acquaint participants with the due process procedures as they relate to all aspects of educational programming.

Steps for Trainer:

step one - Give the presentation entitled "Introduction to Due Process Slide Presentation."

step two - Show the slide presentation, "Due Process."

Note: Have the slide projector set on slide #1 before starting the audio cassette machine.

step three - Give the presentation entitled "Summary of Due Process."

INTRODUCTION TO DUE PROCESS SLIDE SHOW

In the past several years, parents and educators have heard the phrase "due process" many times. Many of us have certain ideas which this phrase brings to mind but we may not have a very clear idea of all that is meant when it is used. The following slide show was prepared to help clarify the meaning of due process as it relates to school placement decisions. Since this is possibly the most frequent use of educational due process procedures, at least in the formal sense of the phrase, it is important that you be acquainted with what is involved.

Following the slide show, you will hear a brief presentation that relates due process procedures to all aspects of educational programming.

Now, let's see the slide presentation.

Due Process Slide Show Script

Slides	Audio
Blank Slide (1)	(1)
Establishing shot of parents with school official in a conference. (2)	(2) Administrator: "Well, I'm sorry, you don't agree with our decision about your son's placement...
Medium shot of administrator. (3)	(3) But, we feel that he is severely retarded...and since we don't have any programs for the severely retarded, he belongs in our on-going homebound program."
Head and shoulders shot of father. (4)	(4) Father: "But isn't there any recourse for us, if we don't want that?"
Head and shoulders shot of mother. (5)	(5) Mother: "We just don't feel that it's the best thing for him."
Close-up of mother's face. (6)	(6) Narrator: In the past, parents had little or no voice in deciding how their child was to be evaluated in school, what label he was given, what class he was placed in, or what he was taught.
Close-up of father's face. (7)	(7) They were discouraged and sometimes even prevented from monitoring the programs that their child was placed in.
Graphic: "Due Process" (8)	(8) (Interlude of drum music) But today, they have the right to due process--rules and guidelines that protect every individual's right to a fair hearing before a neutral judge. When does due process begin? (drum roll fades out)

Slides	Audio
Shot of an evaluation in process.	Well, whenever school personnel desire to evaluate a child in order to place him in a special program--or change the program that a child is in--due process requires that the parents be notified in writing.
Shot of a teacher and child.	
Graphic: Foreign phrases that mean "I don't understand," "I don't speak English," or "I can't read."	If the parents' primary language is not English, or they can't read, they have the right to have someone* translate or interpret the school's notice. (*Sounds of translator reading the notice in Spanish mixed under this statement and next two paragraphs.)
Wide shot of a letter.	The notice should explain what action the school wants to take and on what legal grounds the action is based.
Close-up of letter.	Any test results or reports that the school is basing its decision on should be included in the notification. (Translator's voice fades out.)
Graphic: "Parents' Rights"	And the parents should also be informed of their rights.
Graphics: "To contest the school's action before the State Commissioner of Education or his designee"	(Drum roll music plays as slides listing parent's rights flash on the screen for 40 seconds.)
"To be represented by legal counsel at the hearing"	
"To examine all of the child's records, including tests and reports, prior to the hearing"	
"To obtain an evaluation independent from the school's"	
"To present evidence of their own, including expert medical, psychological and educational testimony"	

Slides	Audio
"To confront and cross-examine any school official who may have evidence upon which the school's proposed action is based."	
"To receive a complete and accurate record of the proceedings."	
"To appeal the decision."	
Shot of couple sitting at home reading the school's notification.	(music fades out) And finally, the school's notice should outline the steps parents need to take, if they want to request a hearing.
Shot of a child looking alone and isolated, possibly in an institutional setting.	Some handicapped children are wards of the state or their parents can't be located.
Graphic: Surrogate Parent	In these cases, the law requires that a surrogate parent be assigned to the child to protect the child's rights. The school must consult this person about any action it wishes to take regarding the child's educational program.
Drawings of the hearing.	Hearing Officer: "We are meeting this afternoon to discuss the placement of Johnny Michaels in the special education program of the Blackstone Public School District. Mr. and Mrs. Michaels are here with their legal advocate from the legal society, Mr. Sharkstown, representing their son, Johnny Michaels. Representing the Blackstone Public School District are Mrs... ..." (Hearing officer's voice fades under the narrator's.)

Slides	Audio
	Narrator: The due process hearing can be relatively informal or formal, depending upon a state's regulations. The hearing officer should be the State Commissioner of Education, or his designee, but he can't be an officer, employee or agent of the local school district.
	Unless the parents request otherwise, the hearing is usually public. It should be held at the local school district at a place reasonably convenient to the family.
	The decision of the hearing officer must be based solely on the evidence presented at the hearing. The burden of proof rests on the school.
Close-up of drawing with tape recorder on conference table.	A transcribed record of the hearing has to be made and be available to the parents. (Hearing dialogue rises in volume and then fades out.)
Drawing of the hearing officer at his desk alone. He is writing out his decision. Books and papers fill his desk.	Within 30 days after the hearing, the hearing officer should render a decision in writing. It must be mailed to the parents. Until a decision has been made official, there can be no change in the student's educational program.
	(Drum Roll music fades in)
Shot of students in school	Due process is a means of guaranteeing every handicapped child an appropriate education.
Shot of students and teachers	It can be applied to disagreements that parents and school personnel may have over any phase of a child's education. To find out more about it, read the booklets that are contained in the Parent/Professional Training Package
BEH Slide	
Blank Slide	(Music fades out.)

SUMMARY OF DUE PROCESS

As you have just seen, due process procedures guarantee every individual student's right to receive an appropriate education. Due process, however, is much broader and pertains to all aspects of educational programming. Simply stated, due process means that the child and his parents have the right to participate as equal partners with the school in educational decision-making.

Whenever the school or parents feel that any change should be made in a student's program, due process guarantees both parties the right to present their reasons for the change. This applies to formal evaluations, placement decisions, selection of learning objectives, revision of an educational plan, and so forth.

When any change is proposed by the school, parents should be notified and asked to discuss the proposed change. In most cases, disagreements between parents and educators can be solved at the local school district level. An informal meeting between parents, teachers and the school principal should be the first step in working through a disagreement.

If this meeting fails to bring resolution to the problem, the next step is to take the conflict to the district's central administrative office. At this point, parents and any representative they choose can further discuss the conflict with the school authorities. If no resolution is reached, parents have the right to go to the local school board to present their case.

Only when these levels of discussion are exhausted should the state education agency be called upon.

The hearing presented in the slide show was at the level of the state education agency. We can assume that attempts to solve the parents' problems at the local level failed to solve the conflict. If agreement is not reached after this hearing, the parents have the right to take their case to the courts. This, however, should be considered only after all other attempts to resolve the disagreement have failed.

Activity VI: ESTABLISHING EFFECTIVE PARENT/PROFESSIONAL RELATIONSHIPS

Purpose: To help parents and educators begin to recognize areas of potential disagreement and devise positive strategies by which they can work together to resolve conflicts.

Steps for Trainer:

step one - Distribute the handout PPT-2 to participants.

step two - Read aloud the instructions (form PPT-2) for group activity while the participants read silently.

step three - Allow the participants to complete the activity in groups.

step four - Allow a representative from each group approximately 5 minutes to present an outline of his group's conclusions to the other participants.

step five - Lead the group discussion.

ESTABLISHING EFFECTIVE PARENT/PROFESSIONAL RELATIONSHIPS

Purpose of Activity

At long last, mechanisms are being established to ensure every severely handicapped child an appropriate and equitable public school education. The federal government's support of this movement is clearly reflected in recent legislation, and every school in this nation will be called upon to revise its special education program to some extent in the next several years.

Obviously, all school systems will not have identical problems because they will be in different stages of implementation. Nevertheless, a common element in the process will be the need for an increasing number of interactions between parents and educators. It is likely, however, that disagreements and obstacles to change will become most apparent within the context of these interactions.

The purpose of this activity is to help parents and educators begin recognizing areas of potential disagreement and devise positive strategies by which they can work together to resolve conflicts and overcome obstacles that would prevent any severely or profoundly retarded child from receiving an appropriate public school education.

Procedure

Before beginning the activity, choose one person to serve as recorder for your group. The recorder should summarize the

group's conclusions on the newsprint which has been provided, and will be asked to give a five (5) minute report at the end of the session.

You are to spend the next twenty (20) minutes identifying major areas of potential disagreement between parents and educators. Some of the topics which should be considered include: 1) the identification of all children needing educational services; 2) the appropriate evaluation of children; 3) their classification and placement in the public schools; 4) the participation of parents in the development of curriculum and classroom activities; and 5) the ongoing monitoring of student progress and classroom placement.

After listing the potential areas of disagreement, your group should devote the remaining twenty (20) minutes to devising ways by which parents and educators can work together effectively to overcome these impediments. Remember that your primary objective during this phase of the exercise is to develop positive parent/educator action strategies.

Activity VII: CLASSROOM PROGRAMMING FOR SEVERELY AND PROFOUNDLY RETARDED STUDENTS

Purpose: To acquaint participants with the components of classroom programming for severely and profoundly retarded students, including the individual educational plan.

Steps for Trainer:

step one - Give the presentation entitled "Introduction to Classroom Programming Slide Show."

step two - Show the slide presentation, "General Educational Programming."

Note: Have the slide projector set on slide #1 before starting the audio cassette machine.

step three - Give the lecture, "Individual Educational Plan."

step four - Answer questions concerning the presentation.

INTRODUCTION TO CLASSROOM PROGRAMMING SLIDE SHOW

As all of you know, it is not enough to merely enroll a child in a program and hope for the best. What is taught in the classroom must be relevant to the needs of the individual child. In order to help you evaluate the relevance of classroom programming, you will first be shown a slide presentation which briefly introduces the topic of curricula for severely and profoundly retarded students. This presentation also introduces the individual educational plan which should be developed for each child.

Following the slide presentation, you will be given in-depth information regarding the components of an individual educational plan, the methods used in its development and procedures used to evaluate it.

General Educational Programming Slide Show Script

Slides	Audio
Blank Slide (1)	(1)
Close-up of teacher talking to a class (2)	(2) Sound of teacher giving instructions to a class of older, non-handicapped students. Teacher: "Okay class, let's open up our books to page 215 ...that's page 215." (sound of books being opened and pages turning, some whispering.)
Over the shoulder shot of student opening textbook. (3)	(3) "Now, Rosa will you please read, beginning at the top of the page." (Voice of teacher fades out.) (Music begins.)
Graphic: "Curriculum: an overall educational plan for a group of students in a school." (4)	(4) Narrator: Curriculum--sounds familiar doesn't it? It's a a term that we hear teachers frequently use when they talk about what should be taught in a certain grade or class.
Shot of the teacher lecturing. (5)	(5) A 7th grade English teacher knows that she needs to teach her students certain things within a nine month period--grammar, composition, spelling and so on.
Shot of a severely retarded child. (6)	(6) But what should a severely or profoundly retarded child be learning in school? (Music fades out.)
Black and white snapshot--of a normal child. Mother's writing underneath picture says, "Susie's first day of school." (7)	(7) Mother's Voice: When our other children started going to school, we knew what they would be learning--because we had gone through a similar experience in our youth.

Slides	Audio
Snapshot of a young severely retarded child. Mother's writing underneath says, "Janie's first day of school." (8)	(8) But when our severely retarded child entered her first class, we had no idea about what she needed to learn--or what she was capable of doing.
(3) shots of severely and profoundly retarded children in different school settings. (9-11)	(9) Narrator: (music) We really don't know what the learning potential of severely and profoundly retarded students is today. (10) But we are beginning to discover that they're capable of much more than we've ever given them credit for. (11) We know that they learn in a way similar to non-handicapped children.
Shot of student talking or listening with "Expressive and Receptive Language Development" supered over. (12)	--that there are general areas of learning that <u>all</u> children develop in. (12) (music plays along along as general domain pictures flash on screen--19 seconds)
Shot of a student walking on a balance beam with "Gross and Fine Motor Skills" supered over. (13)	(13) - (15)
Shot of a student eating with "Self-Help Skills" supered over. (14)	
Shot of a child playing with another person with "Social and Affective Skills" supered over. (15)	
	(Music fades under narrator's voice as the last domain picture flashes on the screen.)
Shot of an older child learning how to count money with "Cognitive Skills" supered over. (16)	<u>Narrator</u>: (16) Any good curriculum for severely and profoundly retarded students should have these general areas of learning included in it,

Slides	Audio
Graphic: (17) "Area of Learning: Self-Help Skills: Eating, Dressing, Toileting, Personal Hygiene."	(17) as well as the various skills that a child should learn under each one. (Music fades out)
Shots of mother's severely (18)-(21) retarded daughter, Janie, as an older child, doing various activities: eating, watching television, playing, etc.	Mother's Voice: (18) Even though we didn't know exactly what Janie should have been taught each year in school, (19) we did have certain goals for her that we hoped her education would help her reach. (20) The most important one of all was for her to grow up to be as independent as possible. (21) We felt Janie would lead a much happier life, if she could just achieve that one goal.
(3) Shots of students in various (22)-(24) learning activities	Narrator: (22) Maximum independence should be the goal of any school curriculum for (23) severely and profoundly retarded students. For if this goal (24) is realized, each child is guaranteed a more normal lifestyle as he grows up.
(3) Shots of young children (24)-(27) in class.	(25) (Sounds of little children singing along with two teachers. The voices of the teachers dominate the song, "I'm a little Teapot." Singing continues under the voice of the narrator when he begins talking.)
	Narrator: In a class for non-handicapped students, (26) the teacher usually teaches directly from the curriculum. Everyone is taught the same thing at the same time --whether they're ready to (27) learn it or not. Most children get along in school, despite this approach. (singing fades out quickly.)

Slides	Audio
(28) Shot of a handicapped student struggling to do a learning activity.	(28) But the severely retarded child can't. He must have an educational program designed especially for him.
(29) Same shot with "Individual Educational Plan" supered over it.	(29) (music fades up) That's why there must be an individual educational plan for each severely or profoundly retarded student in a class. An individual educational plan should be a written document--
(30) Graphic: "Learning Objectives"	(30) that states what knowledge and skills a child should learn;
(31) Graphic: "Learning Objectives" "Teaching Approach"	(31) how those things will be taught;
(32) Graphic: "Learning Objectives" "Teaching Approach" "Teaching Assignments"	(32) who will be teaching the child and what their responsibilities are;
(33) Graphic: "Learning Objectives" "Teaching Approach" "Teaching Assignments" "Time Frame"	(33) how long it should take for the child to learn each skill or concept;
(34) Graphic: "Learning Objectives" "Teaching Approach" "Teaching Assignments" "Time Frame" "Evaluation"	(34) and how his progress will be evaluated. Since every child is different, each plan should vary in content.
(4) Shots of a multi-disciplinary team working together. (35) - (38)	(35) At the beginning of each school year, the parents should meet with their child's teacher, principal, school psychologist, (36) and anyone else who may be in some way responsible for helping the student learn. At this meeting, the (37) child's educational plan should be developed for the year. Different resources should be used to make-up the plan-- (38) evaluations, the curriculum, and any other knowledge about the child that's available.

Slides	Audio
(2) Shots of mother with her child outdoors walking. (39)-(40)	(39) Since parents know their child better than anyone else, it's very important that they help develop the educational plan. (40) That's why it should be written in language that they can understand. (music fades out)
(5) Shots of Janie in various activities. (41)-(45)	Mother: (41) As we discuss what should be included in Janie's plan, (42) we keep in mind the life-long goals we have for her. We always ask, (43) "Will what we plan to teach her this year (44) help her achieve the long term goals we have for her?" (45) "If not, we don't need to waste her time learning it."
(3) Shots of Janie at school. (46)-(48)	Narrator: (music fades up under voice) (46) After an individual educational plan has been developed for a student, (47) and it is being carried out in the (48) classroom--it should be reviewed periodically to see if it is working.
(9) Shots of Janie at school. (49)-(57)	Mother's voice: (49) When we meet during the school year to review Janie's plan, we ask things like: (50) "Did we expect too much of her---or not enough?" (51) "Is there a better way to teach her?" We (52) usually have to modify the plan in some way--afterall, even the pros don't have all of the answers. (53) The point is that we are beginning to (54) see results when Janie is taught at her own level and at her own pace. (55) She's (56) learning how to communicate with others--do things for herself. (57) She's much happier now, and we love it.
BEH Slide (58)	(58) (Music fades out.) (59)
Blank Slide (59)	

INDIVIDUAL EDUCATIONAL PLAN

In the slide presentation you just saw, you heard a brief introduction to the major components of the individual educational plan. You should keep in mind that the Education for All Handicapped Children Act requires that each child in a classroom for handicapped children have a plan designed specifically for him. Plans for the members of the classroom should vary in content according to the unique needs of the individual student. The IEP is developed in cooperation with the parents, school administrators, support personnel, teachers, and any others who have either information regarding the child's ability or will have responsibility for any component of the child's educational program.

Specifically, P.L. 94-142 defines the IEP as "a written statement developed in a meeting with the representative of the local school educational agency, the teacher, the parent, and the child, where appropriate. The written statement on each child includes documentation of decisions reached upon objectives, content, implementation and evaluation of the child's educational program." This definition is further clarified by the five major components you saw outlined in the slide presentation. We will briefly look at each of the five components and discuss what they mean by each.

Learning Objectives

The learning objectives of the child's individual educational plan should be agreed upon by the representatives of the school

and the parents. Learning objectives are to be written in clear behavioral terms. They must be easily understood by every person involved.

Let's look at some of the major components that comprise a good objective. First, objectives should be written in language that is clearly understood by all and they should lend themselves to easy measurement. For example, let's assume that the child has learned all the skills involved in undressing (a child usually learns to undress before he learns to dress) and is ready to begin learning to dress himself. Parents and teachers have agreed that a systematic program to develop the child's dressing skills should be started immediately. Now their task is to develop clearly stated objectives which specify what is to be taught.

Now let's look at such an objective: "Johnny will be taught to dress himself." As you can see, this objective does not give a clear idea as to what is to be learned. Do we mean he should be taught to put on his coat, shirt or trousers? Also, it does not lend itself to easy measurement of progress.

Now let's say that the above objective was further specified as: "Johnny will be able to put on his socks."

This objective is better than the earlier one in that it specifies what phase of dressing is being taught, which is putting on socks. This type of general objective is often included in summary sheets of an individual educational plan. However, further specification is needed prior to implemen-

tation of the program. In addition to specifying that "putting on socks" is to be learned, there should be a specification on the condition under which the behavior will be learned and how acquisition of the behavior will be measured.

For example, we might see the following: "Given the verbal cue, 'Put on your socks', Johnny will be able to put on his socks 100% of the time."

In this example we have the conditions under which this behavior is to occur--"Given the verbal cue, 'Put on your socks'." It also contains the level of performance that is to be expected--100% of the time.

One word of caution that should be inserted here involves the problem of the child becoming either "cue bound" or "person bound." What this means is that the child may learn to perform a skill under the very specific condition he was taught and only for the person who was doing the teaching. Using the "socks" example, we may find that when Ms. Johnson, the teacher, says to Johnny, "Put on your socks," he will respond correctly. However, when his father asks him to, "Put on your socks," he may not be able to do it. Or, if Ms. Johnson varies the verbal cue and says, "Johnny, it is time for you to put on your socks," again, he may not respond correctly. What has happened is that Johnny has learned to perform the behavior under extremely limited conditions--one person and one cue. While it is often necessary to have a very structured situation when first teaching the behavior,

we must not assume that the behavior has really become a part of the child's repertoire until he is able to respond correctly to a variety of persons and cues. This means that during the initial learning the cues and persons may remain constant. When Johnny has learned to respond with 100% accuracy under these conditions, the cues and persons should be varied.

It is also important that Johnny not "forget" the skill. Therefore, periodically parents and teachers should ask Johnny to perform this skill. This is not so much a problem with the skill we have used as an illustration, since Johnny will quite likely be asked to put on his socks every day. However, there are other skills in which practice will not occur as a normal part of everyday life.

Teaching Approach

The second major component of the individual educational plan involves selecting the most appropriate teaching approach for teaching the required behavior. In classrooms for severely and profoundly retarded students, one of the more frequently used approaches involves the breaking down of complex skills into simple components. "Task Analysis" is the term often used by educators in describing this process. What this means is that the skills, such as the one used in the example regarding Johnny's learning to put on his socks, can be broken into a number of simple component parts. (For instance, Johnny may be initially assisted in putting the sock on over the toe

and pulling it over the heel. He will be required to complete the final part of the task, smoothing it up his leg, independently. The amount of help given will be gradually reduced in a step by step fashion until Johnny is able to perform the entire task independently.) This is a very simple example of a task analysis. For one child, dividing the "putting on socks" skill into a simple three step operation may be sufficient. For others the same skill may need to be broken down into more minute segments. What the task analysis approach does is enable the teacher to teach the child very simple portions of complex skills and then link these behaviors together in order to teach the entire skill.

Teaching Assignment

The third major component of the individual educational plan is the assignment of responsibility for a specific segment of the child's educational program. This allows each member of the child's educational team to have information regarding what other members are responsible for. It also helps coordinate the activities among the various professionals, parents and others involved in implementing the educational plan. Perhaps most important, it clearly pinpoints responsibility for teaching each skill that is specified in the learning objectives.

Time Frame

The fourth major component of the IEP is the projected time line for completing each objective. In formulating these

projected times, the team should take the following things into consideration:

1) the child's past performance in the acquisition of skills;
2) what the parents view as the most important thing the student should be taught. For example, the parents may see basic self-help skills as being highly important in their lives with the child. They may want a concentrated effort in this area rather than in others such as cognitive or language skills; and
3) the child's specific areas of strengths and weaknesses. For example, a non-ambulatory child with cerebral palsy may make very slow progress in the area of motor development because of his handicap. He may not be expected to progress as fast in this area as in others, and this should be reflected in the setting of goals. On the other hand, this same child may show strengths in the area of receptive language development, and may be expected to make more rapid progress in it.

While these time frames give each person involved some feeling regarding the progress to be expected, they should not be regarded as extremely rigid deadlines.

Evaluation

The final component of the individual educational plan involves determination of a method for evaluating the child's

progress. In a program for a severely handicapped student, it is necessary to evaluate the child's progress very frequently. We suggest that these types of evaluations be done on a daily basis. Records should be kept of the child's progress toward reaching each objective. While this may seem at first an overwhelming task to the teacher and parents, once the evaluation method has been set up it becomes a fairly simple matter. Most teachers of severely handicapped students have devised a very simple check list type of evaluation instrument which enables them to record a child's correct or incorrect response by simply placing a "+" or a "-" in the appropriate grid. Detailed information regarding monitoring of progress and samples of simple forms which can be used are contained in Book II of the Parent/Professional Training materials.

These five major points are the minimum types of information that should be contained in the IEP. The individual educational plan should be reviewed periodically by all the members of the team. Revisions and additions should be made based on the child's performance.

To help you better understand the IEP, we have an exercise for you which involves evaluation of a plan developed for a thirteen year old severely retarded child named David.

Activity VIII: INDIVIDUAL EDUCATIONAL PLANS EXERCISE

Purpose: To help participants learn how to evaluate an individual educational plan.

Steps for Trainer:

step one - Distribute the instructions for group activity (PPT-3a-h) to participants.

step two - Read aloud the instructions for this group activity while the participants read silently.

step three - Allow the participants time to complete the exercise.

step four - Allow a representative from each group approximately 5 minutes to present the group's discussion summary to the other participants.

step five - Hand out the individual educational plan prototype (PPT-3i).

step six - Lead the discussion in which the groups' recommendations are compared to the prototype.

INDIVIDUAL EDUCATIONAL PLAN EXERCISE

Purpose of Activity

As you have heard in the previous presentations, every severely or profoundly retarded student must have a written individual educational plan (IEP) which is designed specifically for him. This document clearly delineates what is to be taught (learning objectives) and who is responsible for teaching it. It also contains information regarding the child's current functioning level in several key areas (e.g., language, social, motor and self-help skills) and it contains a projected time when the learning objectives should be met.

Both parents and educators will obviously be involved in the development of IEP's. They need to know the major components involved and have the skills necessary to evaluate a plan. Therefore, the purpose of this activity is to help you learn how to evaluate an IEP developed for a student who is severely retarded.

Procedure

Before beginning the activity, choose one person to be the recorder. Each group has been provided with a pad and pencil which can be used by the recorder in noting the group's conclusions. Following the activity, the recorder will present a summary of the major conclusions reached. This summary should be approximately five (5) minutes in length.

You have been given a packet containing information about David Malone, a 13 year old severely retarded student. Included

are: (1) a letter from David's principal setting up a meeting with his parents; (2) a memorandum from David's teacher; (3) the report of David's psychological evaluation; (4) the results of an informal evaluation performed by the teacher and the occupational and physical therapists; (5) David's proposed IEP; and (6) a checklist for you to use in evaluating the IEP adapted from Book II. Each participant is asked to spend approximately 5 minutes reviewing this material. The group should then devote the remainder of the hour discussing weaknesses in the plan and proposing ways in which it could be improved. These will then be presented by the group's recorder.

Brookline Unified School District

817 Rebecca Lane
White Creek, Kansas 63948

September 8, 1976

Mr. and Mrs. B. L. Malone
406 Red Bird Lane
White Creek, Kansas 63948

Dear Mr. and Mrs. Malone:

I have received the report of David's recent staffing and would like both of you to meet with David's teacher, Ms. Samson and me to discuss this evaluation and to plan for the coming year. Ms. Samson will be in contact with you to arrange a convenient meeting time. We are also asking David's occupational and physical therapists to attend this meeting. I am anxious for you to meet them.

We look forward to an exciting and productive year for David. We know that with your support much can be accomplished.

Sincerely,

Sandra Perry

Sandra Perry
Principal

cc: Ms. Samson
Ms. Lewis, Physical Therapy Department
Mr. France, Occupational Therapy Department

BROOKLINE UNIFIED SCHOOL DISTRICT

MEMORANDUM

To: Ms. Perry **Date:** Sept. 5, 1976

From: Ms. Samson **Subject:** Staffing - David Malone

Although it took considerable effort, I was finally able to arrange a meeting with the Malone's to talk about David. Unfortunately, the only time both of them can meet is next Saturday morning, September 11, 1976, at 9:00 a.m. Mr. France won't be able to come but says he will send his report and will go along with what we decide.

I considered asking my new student teacher, Kay Millard, to come since she worked with David at camp this summer, but thought better of it.

A word of caution: Mrs. Malone has not always been too cooperative. I talked with David's last teacher and learned she had a tendency to "drop in" to observe his program. These visits were often followed by heated discussions about the program. It may be one of those years!

PSYCHOLOGICAL EVALUATION

NAME: David F. Malone
BORN: Oct. 1, 1962
DATE EXAMINED: Sept. 2, 1976
SEX: Male
AGE: 13 yrs., 11 mos.
EXAMINER: Bertrum Corneby, M.S.

REASON FOR REFERRAL

David was referred for psychological evaluation by Ms. Sandra Perry, school principal, to obtain information concerning his current intellectual level.

BEHAVIORAL OBSERVATIONS

This frail and shy appearing 13-year-old white male was neatly dressed and wore corrective lenses. He entered the examination room unassisted and slowly took a seat in response to verbal and gestured instructions. Although he did not spontaneously verbalize, David could name a few familiar objects and repeat phrases spoken to him in a parrot-like manner. On one occasion he vigorously bit his left hand when test materials were taken from him. This biting behavior was in marked contrast to the general passivity that he exhibited throughout most of the examination period.

TEST RESULTS

Stanford-Binet, Form L-M:	Mental Age = 3-11; IQ = 32
Peabody Picture Vocabulary Test:	Mental Age = 4-10; IQ = 34
Vineland Social Maturity Scale:	Social Age = 3-6; SQ = 25

The psychological test results were consistent with severe mental retardation in an overly passive and dependent young boy, who may occasionally exhibit episodes of emotionally explosive and self-injurious behavior. His severe mental retardation was further confirmed by supplementary intelligence test results, and he gave no test indications of significantly higher intellectual potential.

The range of David's test performance on the Stanford-Binet was exceedingly narrow. He was successful with all items at the 3-year mental age level, after which his performance sharpely dropped at the 4-year level, where his highest success was to recognize and point to pictures of objects on the basis of their use.

With regard to social adaptive behavior, David did not appear to be functioning at his maximum. Although he feeds himself with his fingers and a spoon, can remove loose fitting clothing, and does not soil himself if taken to the toilet at scheduled times, his marked dependency on other persons seems greater than would be warranted in the light of overall mental age results.

RECOMMENDATIONS

David needs systematic training in all the self-care areas including eating, dressing, bathing and toileting. Special attention should be given to the reinforcement of socially spontaneous and cooperative behaviors, particularly in his interactions with his peers. A daily record of his self-injurious behavior should be kept to determine if a special behavior modification program is needed to remedy this problem.

BROOKLINE UNIFIED SCHOOL DISTRICT

Team Report: David Malone

When David entered school this year, the staff informally evaluated him utilizing a check-list contained in the curriculum. This was done to determine where David was currently functioning in the areas of self-help, motor, language and social skills. The results of this informal evaluation are summarized below:

Self-help:

Dressing - Can remove socks, pants, jacket, T-shirt and shoes.

Cannot independently put on socks, pants, jacket, T-shirt and shoes.

Eating - Can eat finger foods unassisted, use a spoon, and drink from a glass.

Cannot eat with fork or spread with a knife.

Toileting - Can use toilet at scheduled times.

Cannot go to toilet unassisted--has frequent "accidents."

Personal Hygiene - Cannot wash hands, brush teeth, etc. unassisted.

Motor

Gross-Motor - Can walk up an inclined surface and stairs unassisted.

Cannot ride a tricycle or walk on balance beam.

Fine-Motor - Can string large beads and mark with a pencil.

Cannot cut with scissors.

Language:

Receptive - Can identify simple objects by pointing (e.g., ball, pencil, dog, etc.).

Cannot match picture to objects.

Expressive - Can label simple objects (e.g., ball, dog, light, cat, etc.) and imitate word chains of four words.

Cannot volunteer verbal answers.

Social: Does participate in some parallel play activities.

Cannot participate in group activities cooperatively.

Other: David displays frequent self-mutilating behavior (hand-biting and head-banging). He also resists physical contact from adults.

Ms. Samson
Ms. Samson

Ms. Lewis
Ms. Lewis

Mr. France
Mr. France

PPT-3f

Student's Name: David

Date Plan Started: Sept. 1, 19__.
Date to be Completed: May 30, 19__.

Program Objectives for the current school year:

Self-Help:

Dressing - Will be able to dress independently.

Eating - Will be able to eat with fork.

Toileting - Will be able to use toilet independently.

Personal Hygiene - Will be able to care for personal hygiene needs.

Motor:

Fine-Motor - Will be able to write name.

Language:

Receptive - Will be able to point to pictures of simple objects.

Expressive - Will be able to volunteer one word verbal answer when asked to identify simple objects.

Will be able to express his needs.

Social:

Will participate in cooperative reciprocal play activities with one other child.

Will participate in cooperative reciprocal play activities involving sharing and taking turns with a group of children.

PPT-3g

Education Plan

Student's Name: David

Date Plan Started: Sept. 1, 19__.
Date to be Revaluated: May 30, 19__.

Learning Area	Learning Objective	Schedule	Responsibility	Comments or Special Instruction
Self-Help:				
Toileting	Will be toilet trained.	8:30 - 8:45 a.m. 10:45 - 10:55 a.m. 12:30 - 12:40 p.m. 2:30 - 2:40 p.m.	Ms. Samson (Teacher)	
Dressing	Will be able to put on pants and T-shirt.	8:45 - 9:00 a.m. 10:55 - 11:00 a.m. 12:40 - 12:45 p.m. 2:40 - 2:45	Ms. Samson	
Personal Hygiene	Will be able to wash hands.	9:00 - 9:15 a.m. 11:00 - 11:10 a.m. 12:45 - 12:50 p.m. 2:45 - 3:00 p.m.	Ms. Samson	
	Will be able to brush teeth.	12:50 - 1:00 p.m.	Mr. Bradford	
Eating	Will be able to use fork to spear food and carry food to mouth.	11:45 - 12:30 p.m.	Ms. Millard (Student Teacher)	Cafeteria worker has agreed to cut David's meat into bite-sized portion. David will initially need work in transferring from eating with spoon.

Learning Area	Learning Objective	Schedule	Responsibility	Comments or Special Instruction
Language:	Will be able to volunteer one verbal answer when asked to identify spoon, fork, socks, pants, soap and shirt. (real objects)	1:00 - 1:30 p.m.	Ms. Samson	Intensive instruction conducted during scheduled session. Use real spoon, fork, socks, pants, soap and shirt as cues.
		Dressing Session (see above)	Ms. Samson	During dressing sessions, David will be asked to identify socks, pants and shirt.
		Eating Sessions - lunch and snack (see above)	Ms. Millard	During eating sessions, David will be asked to identify spoon and fork.
		Personal Hygiene (see above)	Ms. Samson	During handwashing instruction David will be asked to identify soap.
	Will be able to point to picture of spoon, fork, sock, pants, soap and shirt when presented with the verbal cue, "Find the ____."	1:00 - 1:30 p.m.	Ms. Samson	When David has reached criteria on verbal labeling objects, he should be asked to identify pictures of these objects.
	Will be able to volunteer a verbal response when asked to identify pictures of spoon, fork, sock, pants and shirt.	1:00 - 1:30 p.m.	Ms. Samson	While instruction on Language Objective 2 is being conducted reinforce David's object labeling behavior by asking him to respond to the question "What is this?" after he has correctly pointed to the picture of the object.
Motor:	Will participate in group play activities. (simple group games involving walking in a circle, following the leader while crawling, walking, jumping)	1:45 - 2:00 p.m. 9:45 - 10:15 a.m. (T,Th)	Mr. Crawford Ms. Miller (Music Teacher)	Special emphasis on cooperative reciprocal play activities with other children and imitation of motor activities.

PPT-3g

Learning Area	Learning Objective	Schedule	Responsibility	Comments or Special Instruction
	Will write name	3:00 - 3:30 p.m. (M,W,F) 9:45 - 10:15 a.m.	Mr. France (Occupational Therapist) Ms. Cunningham (Art Teacher)	David will initially require special scissors which allow instructor to assist.
Social:	Will participate in cooperative reciprocal play activities with one other child.	9:15 - 9:45 a.m. 9:45 - 10:15 a.m. 1:45 - 2:00 p.m.	Mr. Bradford Ms. Miller Mr. Crawford	Special emphasis on reinforcing cooperative play during recess, gym and music class. In addition all staff should pay special attention to reinforcing David whenever positive contact with other children occurs.
	Free play	9:45 - 10:15 a.m. (T,Th) 3:00 - 3:30 p.m. (T,Th) 1:30 - 1:45 p.m.		
	Plan developed by: Ms. Perry Ms. Johnson			Plan reviewed by: Mrs. Malone Mrs. Malone

CHECKLIST FOR EVALUATING THE I.E.P.

		Yes	No
1.	Are individual educational plans developed in concert with the student, the student's family, school personnel and persons from other agencies who may be serving the child?	___	___
2.	Does the plan contain a statement of the child's present level of functioning in each area of learning?	___	___
3.	Is that statement based on data obtained from the formal and informal evaluations of the child?	___	___
4.	Does the plan contain learning objectives?	___	___
5.	Does the plan describe any special services needed by the student, including such things as occupational, physical and speech therapies?	___	___
6.	Is the educational plan developed from data obtained through formal and informal evaluations of the student?	___	___
7.	Are the objectives in the plan stated in behavioral terms that are understandable by all persons?	___	___
8.	Is progress in achieving the learning objectives measurable?	___	___
9.	Are the learning objectives to be accomplished within a stated time frame?	___	___
10.	Does the plan specify the roles and duties for each person involved in the education of the student?	___	___

PPT-3i

IEP PROTOTYPE

Student's Name: David

Date Plan Started: Sept. 1, 19__.
Date to be Completed: May 30, 19__.

Program Objectives for the current school year:

Self-Help:

Dressing - Will be able to pull up and fasten pants. (Jan., 19__)
Will be able to put on jacket and shoes. (Mar., 19__)
Will be able to unbutton and remove coat. (May , 19__)

Eating - Will be able to eat with fork. (Jan., 19__)
Will be able to drink from glass. (Jan., 19__)
Will be able to spread with knife. (May, 19__)

Toileting - Will be able to use toilet independently. (Jan., 19__)

Personal Hygiene - Will be able to wash hands independently. (Mar., 19__)
Will be able to brush teeth independently. (May, 19__)

Motor:

Gross-Motor - Will be able to ride tricycle independently. (Oct., 19__)
Will participate in group play activities (simple group games involving walking in a circle, following the leader while crawling, walking, jumping...). (Oct., 19__)
Will walk on six-inch-wide walking beam holding one hand. (Jan., 19__)
Will move hands and feet appropriately in response to simple rhythm. (May, 19__)

Fine-Motor - Will be able to cut with scissors. (May, 19__)

Language:

Receptive - Will be able to point to pictures of simple objects when asked. (Oct., 19__)
Will be able to match pictures to objects. (Jan., 19__)
Will be able to follow three-concepts commands. (May, 19__)

Expressive - Will be able to volunteer one word verbal answer when asked to identify simple objects. (Jan., 19__)
Will be able to express himself in simple sentences. (May, 19__)

Social:

Will participate in cooperative reciprocal play activities with one other child. (Oct., 19__)
Will participate in cooperative reciprocal play activities involving sharing and taking turns with a group of children. (May, 19__)

PPT-3i

Education Plan

Student's Name: David

Date Plan Started: Sept. 1, 19__
Date to be Revaluated: Oct. 15, 19__

Learning Area	Learning Objective	Schedule	Responsibility	Comments or Special Instruction
Self-Help:				
Toileting	Will be able to respond to question, "David, do you need to go to the toilet?" when asked 5 minutes before regulated period, indicate need, and be taken to toilet.	8:30 - 8:45 a.m. 10:45 - 10:55 a.m. 12:30 - 12:40 p.m. 2:30 - 2:40 p.m.	Ms. Samson (Teacher)	David is toilet regulated - work on indication of need to go to the toilet should begin.
Dressing	Will be able to pull up and fasten pants when asked to. (Following toileting)	8:45 - 9:00 a.m. 10:55 - 11:00 a.m. 12:40 - 12:45 p.m. 2:40 - 2:45 p.m.	Ms. Samson	Following toilet, David will be asked to pull up and fasten pants. Initially, David may need special help fastening his pants.
	Will be able to put on socks, T-shirt and pants.	2:00 - 2:30 p.m.	Mr. Bradford (Teacher's Aide)	Intensive dressing sessions will begin with putting on socks and over-sized T-shirt. By end of period, David should be able to put on his own size T-shirt.
Personal Hygiene	Will be able to turn on water, wet and soap hands independently. (should need help with washing, rinsing, drying and disposing of towel.)	9:00 - 9:15 a.m. 11:00 - 11:10 a.m. 12:45 - 12:50 p.m. 2:45 - 3:00 p.m.	Ms. Samson	Following dressing instruction in toilet, David will begin instruction in hand washing. Will initially need some help in turning on water, wetting and soaping hands.

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PPT-3i

Learning Area	Learning Objective	Schedule	Responsibility	Comments or Special Instruction
	Will be able to turn on water, wet toothbrush and put toothpaste on brush with assistance. (Should need help with brushing, rinsing mouth and cleaning toothbrush.)	12:50 - 1:00 p.m.	Mr. Bradford	Following eating, intensive tooth brushing instruction should begin. Reinforce work on turning on water, wetting and soaping hands (Personal Hygiene, First Objective)
Eating	Will be able to use fork to spear food and carry food to mouth.	11:45 - 12:30 p.m.	Ms. Millard (Student Teacher)	Cafeteria worker has agreed to cut David's meat into bite-sized portion. David will initially need work in transferring from eating with spoon.
	Will be able to drink juice from a glass.	10:15 - 10:45 a.m. 11:45 - 12:30 p.m.	Ms. Millard Ms. Millard	
Language:	Will be able to volunteer a verbal response when asked to identify spoon, fork, socks, pants, soap and shirt. (real objects)	1:00 - 1:30 p.m.	Ms. Samson	Intensive instruction conducted during scheduled session. Use real spoon, fork, socks, pants, soap and shirt as cues.
		Dressing Session (see above)	Ms. Samson	During dressing sessions, David will be asked to identify socks, pants and shirt.
		Eating Sessions - lunch and snack (see above)	Ms. Millard	During eating sessions, David will be asked to identify spoon and fork.

PPT-31

Learning Area	Learning Objective	Schedule	Responsibility	Comments or Special Instruction
		Personal Hygiene (see above)	Ms. Samson	During handwashing instruction David will be asked to identify soap.
	Will be able to point to picture of spoon, fork, sock, pants, soap and shirt when presented with the verbal cue, "Find the ____".	1:00 - 1:30 p.m.	Ms. Samson	When David has reached criteria on verbal labeling objects, he should be asked to identify pictures of these objects.
	Will be able to volunteer a verbal response when asked to identify pictures of spoon, fork, sock, pants and shirt.	1:00 - 1:30 p.m.	Ms. Samson	While instruction on Language objective 2 is being conducted reinforce David's object labeling behavior by asking him to respond to the question "What is this?" after he has correctly pointed to the picture of the object.
Motor	Will ride tricycle independently for several minutes.	3:00 - 3:30 (T, Th) 1:30 - 1:45 p.m.	Ms. Lewis (Physical Therapist) Mr. Crawford (Gym Teacher)	
	Will participate in group play activities (simple group games involving walking in a circle, following the leader while crawling, walking, jumping).	1:45 - 2:00 p.m. 9:45 - 10:15 a.m. (T,Th)	Mr. Crawford Ms. Miller (Music Teacher)	Special emphasis on cooperative reciprocal play activities with other children and imitation of motor activities.

Learning Area	Learning Objective	Schedule	Responsibility	Comments or Special Instruction
	Will cut out large, simple geometric forms using scissors.	3:00 - 3:30 p.m. (M,W,F) 9:45 - 10:15 a.m.	Mr. France (Occupational Therapist) Ms. Cunningham (Art Teacher)	David will initially require special scissors which allow instructor to assist.
	Will walk on 6 in. wide walking beam holding one hand.	3:00 - 3:30 p.m. (T,Th)	Ms. Lewis	
	Will move hands and feet appropriately in response to simple rhythm.	9:45 - 10:15 a.m. (T,Th)	Ms. Miller	Simple rhythmic response to music--clapping, shaking rattle, etc.
Social:	Will participate in cooperative reciprocal play activities with one other child.	9:15 - 9:45 a.m. 9:45 - 10:15 a.m. 1:45 - 2:00 p.m.	Mr. Bradford Ms. Miller Mr. Crawford	Special emphasis on reinforcing cooperative play during recess, gym and music class. In addition all staff should pay special attention to reinforcing David whenever positive contact with other children occurs.

Learning Area	Learning Objective	Schedule	Responsibility	Comments or Special Instruction
Other:	During the initial week, observation of David's self-mutilating behavior indicated he engages in arm-biting and head-banging behaviors frequently during times of inactivity. All staff should place special emphasis on reinforcing incompatible behaviors. Plan developed by: _____ _____ _____			Plan reviewed by: _____ _____ _____

Activity IX: GETTING PARENTS AND PROFESSIONALS TOGETHER

Purpose: To acquaint participants with potential barriers to establishing productive parent professional relationship; to outline possible strategies to use in overcoming obstacles; and to motivate participants to use what they have learned during the workshop.

Steps for Trainer:

step one - Give the presentation, "Getting Parents and Professionals Together."

step two - Answer questions concerning the presentation.

step three - Hand out the three books, The Parent/ Professional Partnership.

step four - Adjourn meeting.

GETTING PARENTS AND PROFESSIONALS TOGETHER

We are now completing today's activities. We have seen and heard presentations indicating that severely and profoundly retarded individuals can and should be educated in the public schools. We now know that what many parents and other concerned citizens have long been fighting for is finally becoming a reality.

We have participated in an activity that will help us to evaluate school programs, and we have considered ways of helping parents and educators overcome obstacles which might hinder the establishment of necessary cooperation.

In this final presentation, we wish to accomplish three things. First, we want you to become aware of some of the ways that parents can become equal, contributing partners with professionals in educating mentally retarded children. Secondly, we want to show you more ways that potential disagreements between these two parties can be resolved. And finally, we want to challenge you to maintain the enthusiasm each of you has exhibited today and to actively continue your advocacy roles in your own communities and schools.

I realize that many of you are tired. You and others like you have fought many long hard battles to get us to where we are today in obtaining educational services for all children. It is very tempting for you to take that long deserved rest. After all, severely and profoundly retarded students <u>are</u> being

enrolled in schools; they are beginning to reap the fruits of your labor; conditions have improved.

However, all of you know that it is not enough to enroll children in school and hope for the best. As parents and educators, you must continue to actively work for quality services. It is upon your shoulders to see that the words "free and appropriate educational services" that are now written into federal legislation become more than a mere catchy phrase. Only through your continuing efforts will the intent of these words become a reality.

We must realize that parents, educators, or any other group alone cannot accomplish what is necessary. We must begin working together. After all, parents and educators have one important thing in common: both groups have as their prime motivation a deep concern and commitment to children. Unfortunately, however, too many years of counter-productive interactions between professionals and parents have generated ill feelings and misunderstandings, some of which still linger. It will only be through the efforts of both groups that we will finally begin to work in harmony. Let's take a few minutes to look at some of the productive ways parents can become partners with professionals in educating handicapped children.

Parents can and are becoming active participants in multidisicplinary teams, instead of being passive recipients of the decisions professionals make. They are becoming involved in the selection of their child's educational goals

and objectives. After all, they are legally responsible for their youngster during his first eighteen years and rightfully should have a voice in determining what he learns.

Parents are also becoming very active advocates for the rights of mentally retarded individuals. Parent groups are increasingly dealing with other organizations to achieve this goal. We are beginning to see a coalition between professional organizations and parent groups. For instance, parents have often been joined by professionals in litigation that was meant to improve conditions for mentally retarded individuals.

Parents are beginning to act as effective social change agents by having members placed on key state and national educational advisory boards, task forces and advisory committees. By the way, Public Law 94-142 mandates that every state have an Advisory Panel that will advise the state education agency of statewide unmet needs in the education of handicapped students. The Advisory Panel will also comment on the distribution of funds from Public Law 94-142, as well as other policies and procedures that the state education agency might develop. It is extremely important that ARC's insist on having parents of severely and profoundly retarded students represented on these Advisory Panels.

Since parents and professionals will be interacting more and more frequently, there will probably be times that they will disagree. These disagreements may center around differences of opinion about what constitutes the most important goals for

the child. Parents and educators may disagree on teaching methods. They may also perceive things differently. Parents have one set of facts about the child, while the educator may have a totally different set. They often hold opposing values in areas in which important decisions have to be made. And finally, they may have different expectations for their own and other people's behavior.

We may assume that conflict is inevitable. However, it is not necessary to assume that conflict is unresolvable. It is also unnecessary to assume that it is bad, particularly if it involves issues rather than "personalities." Given this, it is important to remember that conflict needs to be managed. There are several approaches to the management of conflict. Let's take the time to discuss several of these.

Many people find the easiest way to deal with conflict is to deny that it exists. This type approach is characterized by "looking the other way." Another similar approach is for people to maintain neutrality and refuse to state an opinion on any issue they consider as controversial. While these persons may believe that this approach doesn't get anyone mad at them, they should also realize that conflict is not resolved in this manner. Instead it continues to grow in a "cancerous fashion."

Another negative approach to managing conflict is an attempt to smooth over any disagreement. Here the individual attempts to maintain a harmonious atmosphere at all costs. He attempts to cajole people into agreement by presenting a "rosy" picture of a given solution, emphasizing the positive implications. He

may attempt to interject humor to create a feeling of friendliness. These tactics may serve to keep the conflict below the surface, but they do not solve problems.

Another ineffective approach to managing conflict is for one of the parties involved in the conflict to simply suppress any opposition to his point of view. This approach is easily adopted by persons who are in a position of authority. Others may, however, employ this tactic by assuming an authoritarian role in attempting to "out-shout" and "bully" the opposition. Similarly, these individuals may ridicule the ideas and personalities of others who disagree with them. This type of conflict management may result in a temporary end to the open conflict, but the basic differences remain and will likely reappear in the future.

A fourth approach centers around compromise. Each party is expected to give a little to get a little. While the results may not be the most positive, both parties have gotten at least a portion of what they wanted. While compromise is often viewed as a positive way of solving problems, it should be remembered that the goal should be to develop the best possible approach. Compromises usually don't result in the best possible solution, but rather an "acceptable" one. The result is often a solution that is mediocre in nature and leaves both parties only partially satisfied with and committed to the decision that has been reached.

A more effective way to approach conflict is a direct confrontation of the problems. Disagreements are brought out

into the open and examined and evaluated by those persons directly involved. Candid discussions aimed at identifying and resolving the underlying cause of the disagreement is encouraged. Some may resist this approach because of fear that feelings might be hurt or that discussion of this type will weaken the position of the person in authority. A person holding this attitude loses sight of the true goal of education--to serve the mentally retarded child rather than to cater to the insecurities of either parents or educators.

In their efforts to make important decisions about the lives of mentally retarded students, parents and educators will surely encounter situations in which disagreements and conflicts will arise concerning what constitutes the best approach, the most important learning objective, the most appropriate educational setting, and so forth. If an attempt is made to avoid, smooth over or suppress these conflicts or to seek compromise solutions, it is likely that little will be achieved. If, on the other hand, conflict is openly confronted and an honest effort is made to resolve the underlying differences, a more relevant and appropriate education for the retarded child can be achieved.

In closing, parents and professionals must establish cooperative and working partnerships. These constructive relationships need to be formed so that parents and educators can begin to achieve the very important objectives they have for severely and profoundly retarded children. I would like to challenge each of you today to begin within your own

communities and schools in developing the type of cooperation and open channels of communication demonstrated today.

I want to thank you for coming. The enthusiasm and spirit exhibited by this group is most encouraging. I believe that with this type of communication the outlook for achieving quality educational services for all children is indeed very optimistic. Thank you.

SECTION III

APPENDICES

APPENDIX A

Parent/Professional Training Workshop: Materials Checklist

The following checklist includes all necessary materials and equipment for a Parent/Professional Training Workshop, based on an average-sized workshop of 40 participants.

To be furnished in training workshop package from NARC--

_____ sufficient sets of The Parent/Professional Partnership for participants (40)

_____ workshop manuals for trainers (2 per 40 sets of books)

_____ 1 copy of the 16mm film, The Big Yellow Schooner to Byzantium

_____ 1 slide presentation, Parents Can Make a Difference, along with accompanying cassette tape

_____ 1 slide presentation on Due Process, along with accompanying cassette tape

_____ 1 slide presentation on General Educational Programming with accompanying cassette tape

_____ 1 set per participant of the hand-outs Exercise 1, 2 and IEP Prototype

To be secured by trainers--

_____ 1 16mm sound movie projector

_____ 1 16mm take-off reel for projector

_____ 1 35mm automatic focusing carousel slide projector

_____ 1 cassette player with synchronizing capacity

_____ 2 small tables for projectors

_____ 1 movie screen for both projectors (6 x 6 foot) or (1 for each projector if possible)

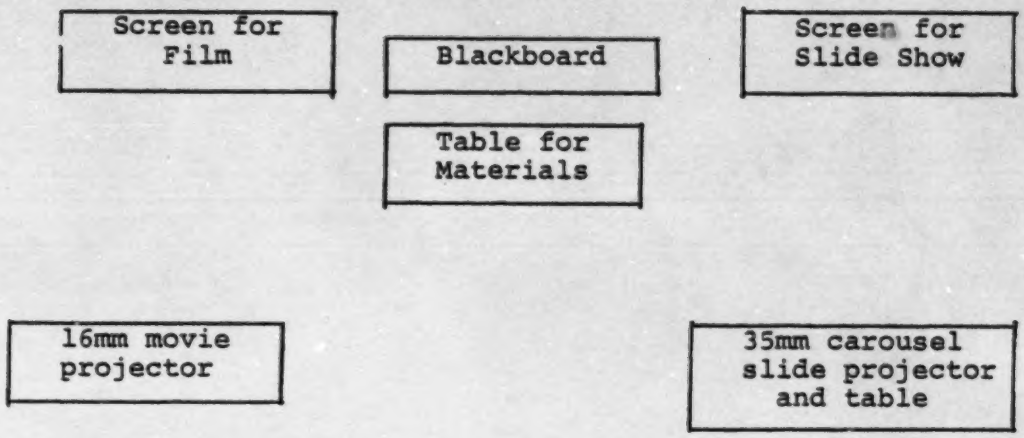
_____ 1 easel

_____ 4 newsprint pads for group activities

_____ extension power cords, if needed

APPENDIX B

Physical Arrangements of Room for Workshop



Appendix C

Suggested Letter for State and Local Workshops

The following letter may be used to invite state and local ARC representatives, state and local education agency personnel, and other interested individuals or groups to attend state or local workshops. You should include a return post card with this letter, so that the individual may indicate whether or not he can attend the workshop.

Dear _____:

This is an invitation for you to attend an important training workshop which will provide detailed information on educational programming for severely and profoundly mentally retarded students which should aid parents and professional educators to work together more effectively. This one day training session is scheduled to occur on (date) from (time) to (time) at (place).

The U.S. Office of Education awarded NARC funds to develop a comprehensive training package which would help parents and educators work together to achieve full and appropriate educational services for mentally retarded children. The workshop session is the culmination of this NARC effort.

During the workshop you will be provided with printed materials which provide detailed information about educational programming and offer suggestions for establishing productive parent/professional relationships. This information is supplemented by a movie that documents the feasibility of these concepts, three slide presentations on various aspects of the Project, and brief informational lectures. You will also be asked to participate in exercises that deal with the establishment of productive interactions between parents and educators, and the evaluation of a student's individual educational plan.

Now that severely and profoundly retarded students are finally becoming a part of the public school's programming efforts, it is important for the two most important groups in these students' lives to begin working together. Parents and educators must assume the roles of cooperative and equal partners in these educational efforts.

Please indicate on the enclosed post card as soon as possible your intentions for attending this training workshop.

Sincerely,

THE PARENT/PROFESSIONAL TRAINING PACKAGE

> "...the more they learn to do on their own or with supervision, and the more they can do within the community, the cheaper it's going to be for the taxpayers anyway. We can't afford to have them locked away and hidden...just fed and diapered... that's been done in the past. If they have to be carried into the schools, they should be carried in."

This powerful statement made by a mother of a severely retarded teenage boy can be heard in NARC's film, The Big Yellow Schooner to Byzantium. The film, as well as three slide shows, three books and a trainer's manual are all part of NARC's Parent/Professional Training Package. The major goal of the training package is to help parents and educators work together more effectively in educating severely and profoundly retarded students in the public schools. The training package is a product of NARC's Parent/Professional Training Project, which is funded by the Bureau of Education For the Handicapped, U.S. Office of Education.

The Film

The Big Yellow Schooner to Byzantium is a 16mm color-sound motion picture that focuses on the feasibility of educating severely handicapped students in the public schools. The importance of parent participation in the education of these children is also emphasized. Filmed in Madison, Wisconsin, the movie shows actual parents, teachers and severely handicapped students participating in public school programming. The film is narrated by Henry Fonda.

The Slide Shows

Each of the three slide shows is contained in a carousel tray and is accompanied by an audio cassette with narration and

music. The audio cassettes also have 1000 cycle tones on one track, so that when used with specially equipped audio cassette machines, the slide projector can be advanced automatically.

"Parents Can Make A Difference" points out some of the many ways that parents can participate in their child's education. It also explains the goals and timetables of the Parent/Professional Training Project.

"Due Process" gives a brief explanation of the due process procedures now available to parents and schools when the two parties disagree over any aspect of a child's education.

Many parents are confused about what to expect of their child's educational program. "General Educational Programming" briefly defines what a curriculum and an individual educational plan are. It also states what content should be contained in an educational plan and who should be involved in developing it.

The Books

The core training materials of the training package are contained in a series of three books, The Parent/Professional Partnership, which provides detailed information on all aspects of educational programming for severely and profoundly retarded students. The first book, The Right to Education: Where Are We and How Did We Get Here?, provides a brief history of the right to education movement and general information about administration and financing of public schools.

The second book, Classroom Programming: What Should Be Taught?, offers detailed information regarding programming in the public schools. The first chapter of this book gives general

information regarding child find procedures, evaluation and assessment techniques, placement and due process procedures. The second chapter provides detailed information regarding what should be happening in a classroom for severely retarded students, including evaluation of curricula, development of the individual educational plan, appropriate teaching methods, and techniques for monitoring student progress. The third book, The Partnership: How To Make It Work, presents some obstacles to productive parent/professional partnerships, and offers suggestions for establishing cooperative working relationships.

The Trainer's Manual

The trainer's manual explains how to use the total training package in the Parent/Professional Training Workshop. The purpose of the workshop is to help state and local ARCs and representatives of the education profession, including administrators, teachers, therapists, etc. become more knowledgeable about all aspects of educational programming for severely and profoundly retarded students. The manual contains scripts for the slide shows, written presentations to be giver orally that provide more detailed information on the subjects addressed in the film and slide shows, group activities and instructions on how to conduct the workshop.

How to Use the Training Package

Although the total training package is designed to be used in an eight hour workshop, that workshop can be broken up into two evening sessions. Some of the components of the training package can be used independently. For instance, the film can

be used to stimulate discussions on mainstreaming, the right to education, classroom programming, etc. These topics are excellent program material for meetings of church groups, service organizations, PTA's and schools.

The film can also be used on television* to help increase public awareness. By showing the film on television with a panel or interview afterwards, the general public can become more informed about the educational needs of severely and profoundly retarded students.

The Parent/Professional Partnership books can also be used independently from the training package. However, the slide shows should be shown only when supplementary information is provided through books, hand-outs or verbal presentations.

Although the training package is designed for parents and educators of severely and profoundly retarded students, parents and educators of other handicapped children will find it useful as well.

*Permission to use film on television is pending clearance from the Bureau of Education for the Handicapped. Contact project staff before television airing.

How To Order The Training Package

To order the training package, (slide shows and film available on loan free of charge), write to:

The Parent/Professional Training Project
P. O. Box 6109
Avenue E East
Arlington, Texas 76011
(817) 261-4961

If after reviewing the training package you desire to purchase the film or slide shows, you will find a price list below:

The Big Yellow Schooner to Byzantium	$41.75
Due Process (slide show w/audio cassette and slide tray)	$17.50
General Educational Programming (slide show w/audio cassette and slide tray)	$25.20
Parents Can Make A Difference (slide show w/audio cassette and slide tray)	$20.30

To purchase the film, make your check* payable to Southwest Film Lab. and mail to:

Raymond Bradford
Southwest Film Lab., Inc.
3024 Fort Worth Avenue
Dallas, Texas 75211

To purchase the slide shows, make your check* payable to NARC and mail to The Parent/Professional Training Project (address given above). The books and manual are available free of charge as long as the supply lasts.

*Note on all checks what audio-visual material you wish to buy.

The Parent/Professional Training Project

Meetings between parents of handicapped children and public school teachers and administrators have not always been positive. Some parents have been intimidated or made to feel unimportant. Teachers have sometimes felt harrassed or threatened by parents. But the fact is, parent involvement can have a very positive effect on a child's education.

Realizing this, the National Association for Retarded Citizens acquired funding in June, 1975 from the Bureau of Education for the Handicapped, U. S. Office of Education, to conduct a training project. The goal of that project was to improve the working relationships between parents and professionals in the education of severely and profoundly mentally retarded students. NARC decided to call its endeavour The Parent/Professional Training Project.

Under this Project, The Parent/Professional Training Package was developed to help NARC accomplish its goal. The training package was designed for use in an eight-hour workshop, which consists of a film, slide shows, lectures, group activities, discussion periods, and a series of three books. Another component of the package is a trainer's manual, which explains how to conduct the eight-hour workshop.

The Project's training materials are useful to other groups of parents and professionals involved in special education. In fact, parents of deaf-blind children have even participated in the eight-hour training workshop to inform themselves about individual education programs, due process, P. L. 94-142 and other aspects of special education programming.

In 1977, volunteers and staff were trained across the nation in how to use the training package. Now they in turn are conducting workshops in their communities.

Presently, the Project is in its final phase (July, 1977 - June, 1979). During this period, the effectiveness of the training program is being evaluated via model sites in Ardmore, Oklahoma; Boston, Massachusetts; Longview, Washington; Owensboro, Kentucky; Peoria, Illinois; and San Francisco, California. In addition, the Project staff are providing consultative services to state and local Associations for Retarded Citizens that might have unique problems in using the training package.

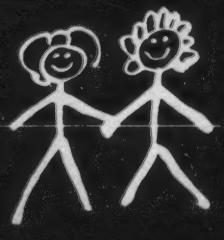
The Project office is located at NARC's headquarters in Arlington, Texas. In addition to benefiting from the wide array of expertise represented by the NARC volunteers and staff, the Project also has a National Advisory Committee composed of parents, concerned citizens and experts in the areas of teacher preparation and public school programming for severely and profoundly retarded students.

For more information about the Project or the training package, write:

The Parent/Professional Training Project
National Association for Retarded Citizens
P.O. Box 6109
Arlington, Texas 76011

THE PARENT/PROFESSIONAL PARTNERSHIP:

HOW TO GET AN AUDIENCE



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Parent/Professional Partnership: How To Get An Audience

A tool designed to improve working relationships between parents and educators of severely and profoundly retarded students.

This user's manual was developed as a part of the NARC Project, Training to Facilitate the Education of the Severely Handicapped, supported by Grant #G007501215 from the Bureau of Education for the Handicapped, U.S. Department of Health, Education and Welfare.

National Association for Retarded Citizens
NARC Research and Demonstration Institute
2709 Avenue E East, Arlington, Texas 76011

May 1979

Introduction

In 1975, the National Association for Retarded Citizens was awarded a grant from the U.S. Office of Education's Bureau of Education for the Handicapped to develop a training program to help parents and educators work together more effectively in public school programming for handicapped children. While the project focused specifically on the needs of severely and profoundly mentally retarded students, it has also proven to be successful with other groups concerned with various types of handicapping conditions.

The training package is designed to be used in an eight-hour workshop. The audio-visuals and written materials form the basis of the training package but the critical ingredient is you, the concerned parent or professional.

During the final phase of the project, an evaluation of the problems and procedures regarding implementation of the training program was conducted. One of the principle reasons for this evaluative effort was to identify "gaps" in the program which might be filled with additional materials. This booklet was developed to aid local trainers in solving one of the more difficult problems — how do you get an audience for the Parent/Professional Training Project?

Why Do You Want An Audience?

The Parent/Professional Training Project is based on the philosophy that parents must assume an active role in the educational process. Additionally, NARC feels that there must be ongoing communication between parents and educators if quality educational programming is to become a reality. The project is designed to facilitate this cooperative interaction.

The Parent/Professional Training Package

This manual is intended to aid local ARCs in implementing the project's training program. It should be kept in mind that for this program to be effective, both parents and educators should be actively involved. Groups of parents and local school personnel must be the "audience."

Before going into step-by-step suggestions designed to help you reach these groups, you will need to become familiar with the materials developed for use in your community.

The training package you will use contains the following:

Film

"The Big Yellow Schooner to Byzantium" is a 16mm color/sound motion picture that focuses on the feasibility of educating severely and profoundly retarded students in the public schools. The importance of parent participation in the education of these children is also emphasized. Filmed in Madison, Wisconsin, and narrated by Henry Fonda, the movie shows actual parents, teachers and severely handicapped students participating in public school programs.

Slide Shows

The training package includes three slide shows, each of which is contained in a carousel tray and accompanied by an audio cassette with narration and music. The audio cassettes also have 1000-cycle tones on one track, so that when used with specially equipped audio cassette machines, the slide

projector can be advanced automatically. If you do not have access to this equipment, you can "hand change" the slides by using the scripts in the training manual which indicate when a change is needed.

"Parents Can Make a Difference" points out some of the many ways that parents can participate in their child's education. It also explains the goals and the timetables of the Parent/Professional Training Project.

"Due Process" gives a brief explanation of the due process procedures now available to parents and schools when the two parties disagree over any aspect of a child's education.

Many parents are confused about what to expect of their child's educational program. "General Education Programming" briefly defines what a curriculum and individual educational plan are. It also states what content should be contained in an educational plan and who should be involved in developing it.

Books

The core materials of the training package are contained in a series of three books, The Parent/Professional Partnership, which provides detailed information on all aspects of educational programming for severely and profoundly retarded students. The first book, The Right to Education: Where Are We and How Did We Get Here?, provides a brief history of the right to education movement and general information about administration and financing of public schools.

The second book, Classroom Programming: What Should Be Taught?, deals with programming in the public schools. The first chapter gives general information regarding "child find" efforts, evaluation and assessment techniques, placement and due process procedures. The second chapter provides detailed information regarding what should be happening in a classroom, including evaluation of curricula, development of the individual educational plan, appropriate teaching methods, and techniques for monitoring student progress. The third book, The Partnership: How to Make It Work, presents some obstacles to productive parent/professional partnerships, and offers suggestions for establishing cooperative working relationships.

Trainer's Manual

The trainer's manual explains how to use the total training package in the Parent/Professional Training Workshop. The purpose of the workshop is to help state and local ARCs and representatives of the educational profession, including administrators, teachers, therapists, etc., become more knowledgeable about all aspects of educational programming for severely and profoundly retarded students. The manual contains scripts for the slide shows, written presentations to be given orally that provide more detailed information on the subjects addressed in the film and slide shows, group activities and instructions for planning and conducting the workshop.

All these materials are available through NARC headquarters. After you have determined the number of participants you will have at your workshop, contact NARC and the appropriate number of training materials will be sent to you. Please allow six weeks lead time to assure that your materials get to you on time.

How Do You Get Cooperation From Your Local Public Schools?

When the Parent/Professional Training Project was first developed, it was assumed that one potential difficulty that ARCs would encounter in attempting to set up a local program would be getting local public schools to cooperate. However, in most cases where programs have been initiated, this has not been a real problem. Most school districts, when properly approached, have been anxious to have a program that would help them create a more positive working relationship with parents of handicapped children.

The only major problem thus far encountered deals with release time for teachers. This issue will be addressed later in this manual. First, however, basic suggestions for getting cooperation from the schools will be outlined.

You will need to become familiar with the administrative structure of your school system. There are probably members of your ARC who already have thorough knowledge about how your school operates, and it is also quite likely that there are school personnel among your membership. Use the information these individuals have to guide you in your efforts to identify key persons to contact.

If you are unable to identify persons among your membership who have a good working knowledge of the schools, you will need to rely on the educational system to guide you. However, don't underestimate what (and who) you know. Perhaps a member of the school board attends your church. Or, the PTA president that assisted with the cake-bake may be able to help. You very likely know more influential people than you realize.

Plan and Make Your Contact

After you have identified the school personnel that you think can and will assist you, you will need to plan your contact carefully. The following steps outline what should be involved in planning and conducting a meeting:

- *Schedule a meeting with the key school personnel whom you have identified.* After you have identified the key person(s) at the public school, call and arrange for a meeting. One or more representatives from your ARC should attend. It is usually more productive to have a delegation because there truly is "strength in numbers." Also, having more people there will help to encourage persons who have the needed information, but for one reason or another may feel somewhat intimidated by the school atmosphere.

- *Prepare well for the meeting.* Remember that school personnel are busy people. It is thus advisable to keep the meeting fairly brief. Therefore, know ahead of time what you want to say and what you plan to leave with the school official. For your convenience, a brief description of the project plus a statement regarding how the program relates to the implementation of the federal Education for All Handicapped Children Act (P.L. 94-142) are contained in Appendix A. By thoroughly studying the trainer's manual and The Parent/Professional Partnership series, you should be able to answer any questions that might arise.

- *Keep the meeting friendly.* Remember that the major goal of the meeting is to foster cooperation and communication between parents and educators. Major points that should be addressed in the meeting include an overview of the project and your request for school cooperation.

At the close of the meeting, it is advantageous to leave copies of The Parent/Professional Partnership three-book series and the trainer's manual for school personnel to study. If they express an interest in previewing the film and/or the slide shows, try to schedule a convenient time when this can be done. It is suggested that a representative of the ARC be present at the screening. Not only will that person be available to answer questions concerning the presentation, but some units have found that loaning the presentations often unnecessarily ties up the material. In other words, people don't always return materials when they say they will!

- *Schedule and conduct a follow-up planning meeting with the school.* Before concluding the meeting, you will need to schedule a follow-up meeting to detail plans for implementing the project. This meeting will necessarily be longer. It should involve the school personnel who will actually be involved in helping with the training. At this follow-up meeting you should make your objective very clear. You are there to develop a plan for conducting the project on a school-system-wide basis. Things which should be discussed include:

  How many workshops need to be conducted? Perhaps one for each building in which handicapped children are educated will be required. Or, in cases where several classrooms for handicapped children are located in the same building, you may need to schedule more than one session. Remember, the workshop is most effective when approximately 40 persons attend.

  If the system is large, you may want to schedule a session in which key school staff and key ARC persons are trained as trainers. This session would be designed to increase the number of persons who are available to conduct additional workshops. A more detailed explanation of a "training of trainers" session is provided in Appendix B.

  How will teachers be contacted and encouraged to attend the sessions? It is important that you contact school administrators well in advance of the training sessions. Be sure to stress the relevance of the workshop. This will increase the likelihood that release time will be provided for teachers. It will also, hopefully, enable you to get your program on the school's inservice agenda.

Who will actually do the training? It is advised that at least two trainers conduct the workshop. This decreases the amount of fatigue experienced by a single trainer. It also reduces the monotony produced by watching and listening to the same person hour after hour.

When will the training sessions be held? A suitable time when the workshops will be conducted should be decided.

There are a number of other things that you should keep in mind that will help you get the type of cooperation you want from the schools. Remember, it is important to have the support from the top, but it is of equal importance to obtain the support of the teachers. The parent and teacher together form a powerful alliance.

Another thing that you might want to consider is making contact with representatives of other advocacy and professional groups (e.g., United Cerebral Palsy Associations, Inc., National Education Association, and Epilepsy Foundation of America). Several ARCs have found that this is a way to enlarge your audience. Also, since the workshop is useful for persons interested in all areas of handicapping conditions, this is of direct benefit to them.

How Do You Get Parents Involved?

It has been the experience of many of the ARCs which have implemented the Parent/Professional Training Project that it is often easier to get professionals involved than it is to get parents interested. The reasons for this are not clear. Perhaps parents, due to work schedules or other commitments, cannot spare the time. This seems to be a particularly acute problem when you try to reach fathers.

- *Make your schedule flexible.* Some ARCs have found it beneficial to schedule the training sessions in the evenings. The workshop can be easily broken down into two evening sessions. If you will look at the agenda in the workshop trainer's manual, you will see that the morning session can be covered easily in one evening if you eliminate the coffee break. By eliminating the lunch and afternoon breaks, you can also cover the materials in the afternoon session in a single evening.

- *Get information to parents.* Scheduling is only one of the problems in getting parents interested and involved. Perhaps the most difficult problem is getting the word out to parents. There are several ways that this can be done. Possibly the easiest is getting information to those parents who are ARC members. These persons can be reached through your newsletter. You may even want to do a special mailing announcing the session(s). This will increase the chances that parents will actually see the announcement.

  Another way of reaching parents is through the school. You should be aware that schools are unable to give out names, addresses, etc., of students enrolled in special education programs. Doing this would violate the confidentiality rights of these persons. However, many schools will allow announcements of the program to be sent home with the students. They can also be persuaded to announce the program in periodic newsletters that they send to parents.

  An additional, more informal, way of using the school to attract parents is gaining strong support from the teachers. Periodic meetings between parents and teachers provide a time when the teacher can encourage the parent to participate in the program.

  Don't forget that most schools have organized PTAs. Announcements can be made at regular meetings or included in the PTA newsletter.

  Remember your contacts with other local advocacy groups. Local affiliates of such organizations as United Cerebral Palsy Associations, Inc., Epilepsy Foundation of America, Association for Children With Learning Disabilities, National Society for Autistic Children, etc. can be a tremendous aid in getting the information to parents.

  Use your local media. You will find the television, radio and newspapers helpful in getting your message across. Most of these will be happy to make announcements if you get the information to them.

- *Maintain control over the number of persons involved.* One thing that you should not forget in your zeal to get people involved is that the workshop is designed to be used most effec-

tively in a group of approximately 40 participants. For this reason, it is important to have a pre-registration mechanism built in. In all announcements that you send out, you should stress the need for persons to contact the local ARC office if they are interested. You may have to limit attendance to the first 40 registrants. Of course, you should indicate that you are planning additional sessions, and you will let interested persons know when these are scheduled.

How Well Did It Work?

After all the work you did prior to and during the training session, you will want to know if your effort was really worth it. How well did it work?

While there is certainly no guarantee of success, there are certain things that you can use to measure the response of your audience. Some ARCs have found it useful to have participants fill out a questionnaire at the end of the session. This type of feedback can be useful to you in planning additional workshops. Some of the questions the trainer(s) might want to ask each participant include:

- Were the goals of the session clear?
- How well did the workshop meet the overall goals?
- Do you have a better idea of what your rights and responsibilities are with regard to your children's education?
- Do you know what basic steps you can take to help guarantee these rights?
- Do you know the steps to take if the school and home disagree on any portion of a child's educational program?
- Do you feel that new channels of communication between the home and school have been established?
- Do you feel better equipped to participate in the development of an individual education plan?

And finally:

- Do you have any suggestions which might improve future workshops?

These are a few examples of the type of questions that you may want to ask participants. It is usually better to ask open-ended questions like these. This gives participants the opportunity to tell you in their own words what they thought of your workshop. This type of information will be more valuable to you than that gained by a structured questionnaire that forces the audience to rate each portion of the workshop on a scale.

In Closing

This manual is intended to help you solve one of the critical problems involved in conducting a Parent/Professional training workshop—getting an audience. Information that you will need to *conduct* the workshop is included in the trainer's manual that was developed by the project.

It is hoped that after you have studied both of these manuals you will have all the tools necessary to implement the Parent/Professional Training Project in your area.

Good luck!

Appendix A

The Parent/Professional Training Project

Meetings between parents of handicapped children and public school teachers and administrators have not always been positive. Some parents have been intimidated or made to feel unimportant. Teachers have sometimes felt harrassed or threatened by parents. But the fact is, parent involvement is essential to successful educational programming.

Realizing this, the National Association for Retarded Citizens acquired funding in June 1975 from the Bureau of Education for the Handicapped, U.S. Office of Education, to conduct a training project. The goal was to improve the working relationships between parents and professionals in the education of severely and profoundly mentally retarded students. NARC decided to call its endeavor the Parent/Professional Training Project.

Under this project, the Parent/Professional Training Package was developed. The training package was designed for use in an eight-hour workshop, which consists of a film, slide shows, lectures, group activities, and discussion periods. A series of three books designed to complement the workshop are also available for participants. Another component of the package is a trainer's manual which explains how to conduct the eight-hour workshop.

The project's training materials are useful to other groups of parents and professionals involved in special education. For example, parents of deaf-blind children have participated in the eight-hour training workshop to inform themselves about individual education plans, due process, P.L. 94-142 and other aspects of special education programming.

The training workshop is particularly appropriate at this time when the full implementation of P.L. 94-142 is beginning. All major aspects of the law are discussed either in the workshop session or in the three-book series, The Parent/Professional Partnership, which each participant receives.

Appendix B

Training of Trainers

If you decide to conduct a "training of trainers" session in order to increase the number of persons available to conduct workshops, the following guidelines will be useful:

- Obtain a commitment from each participant that they will actually be willing to conduct workshops.
- Limit the number of trainers to approximately 20-30. This will keep the group small enough to enable you to respond to all questions.
- Include both parents and educators. In fact, you should encourage the formation of parent/professional teams to conduct additional workshops. Through the informal interaction during question and answer sessions, participants will be able to see both perspectives. Using such a team will also add credibility in the eyes of the mixed audience.

- Walk the trainers through the workshop. Allow ample time at the end of each segment of the program for any questions trainers might have regarding procedural issues (i.e., how to vary the content to include local issues, how to operate the audio-visual equipment, etc.).

- At the close of the workshop spend some time planning additional workshops and assigning responsibility for conducting them. At this time, each person who has been trained should be given a trainer's manual. Be sure to explain that detailed guidelines are contained in this document. Each person should be encouraged to become totally familiar with the content of the manual prior to actually conducting a workshop.

- You may also want to give each participant a copy of this user's manual.

Nominations for Model Parent/Professional Project Sites

As many of you are aware, NARC's Parent/Professional Training Project is moving into its final phases of operation. During this time, the Project staff will select six sites, one per NARC region, for in-depth evaluation and follow-up training. At this time, NARC is soliciting information regarding potential sites which would serve this purpose. Factors to be involved in the selection of sites will include:

(a) Size and location of the community's public school system. In order to evaluate the Project in a variety of settings, efforts will be made to select communities of different population densities. At least one rural, one small city, and one urban community will be selected.

(b) Availability of trainers. If possible, a person trained by Project staff at the 1977 Regional Conferences should be available to assist the local ARC in setting up the program. However, it may not be possible, particularly in rural sites, to have this resource. In this instance, Project staff will assume greater responsibility for initiating training activities.

(c) Local ARC commitment to the program. This factor will include evidence of the units' willingness to assign the responsibility for overseeing the implementation of the program to a suitable individual staff member or volunteer and to devote necessary time and resources to ensure the success of the effort.

(d) The units' ability to mount sound programs. This key variable will involve a careful assessment of the current and past activities of the unit.

Please complete the attached form and return to Project staff by September 30, 1977.

Send the completed form to:

Catherine Moore
Parent/Professional Training Project
National Association for Retarded Citizens
P.O. Box 6109
Arlington, Texas 76011

APPLICATION FOR TECHNICAL ASSISTANCE TO ESTABLISH A MODEL PARENT/PROFESSIONAL TRAINING PROJECT

Name of ARC: _____

Address: _____

State: _____ Zip: _____ Phone: _____

Name of ARC Executive Director: _____
(or other full or part-time official)

Name of ARC President: _____

Part I

1. Size of membership: _____. Estimate the number of active members by placing figures in the spaces provided below:

   Board: _____

   Committees: _____

   Task Forces: _____

   Other: _____

2. Population of community served by the ARC: _____
   Enrollment of the local public school: _____

3. Does the ARC have an active Education Committee? Yes___ No___ If "yes", how many members serve on the committee? _____ Name of chairperson _____

4. Were any representatives from your ARC trained as Parent/Professional Trainers at your 1977 NARC Regional Conference? Yes____No____ If "yes", please list names of trainees:

   _____

   _____

   _____

   _____

5. Is your ARC involved in monitoring public school services for mentally retarded students? Yes____No____ If "yes", what method of monitoring is used?

   _____

   _____

   _____ _____

   _____ _____

6. Has your ARC conducted any Parent/Professional Training Workshops? Yes____No____ If "yes", how many people have received training? Parents_____Professionals_____

If "no", are you planning to implement the program? Yes____No____ Scheduled date(s) of workshops_____

_____

7. Does the school district(s) in your community currently serve severely and profoundly retarded students in a public school setting? Yes____No____

If "yes", how many severely and profoundly retarded students are enrolled in the public school(s)? _____

If "no", how are severely and profoundly retarded students being educated in your community?

_____

_____

_____

_____

_____

_____

8. Is there an ARC staff member or volunteer who could be assigned to implement the Parent/Professional Training Program? Yes____No____ How long could this person be assigned? _____
Name of person assigned_____
Position with the ARC_____

9. What are the strengths of your ARC which would enable it to successfully establish and operate a Parent/Professional Training Program? (Attach additional pages if necessary)

_____

_____

_____

_____

_____

_____

_____

_____

9. Continued--

10. What has your ARC done in the past and what is it currently doing to guarantee every mentally retarded person's right to a free and appropriate educational program? (Attach additional pages if necessary)

11. What steps would you take in order to assure that the necessary members of the education profession take part in the training program?

Statement of Compliance

The _____ Association for Retarded Children (or Citizens) is requesting direct assistance from the NARC Parent/Professional Training Project in order to establish a Model Parent/Professional Training Program. It is hereby understood and agreed that if the above named Association for Retarded Children (or Citizens) is selected as a model program site, the following requirements will be upheld by the Association's Board of Directors, which will control the Model Parent/Professional Training Program:

1) All plans relating to the implementation or operation of the model program will be reviewed, prior to being initiated, by the NARC Parent/Professional Training Project.
2) The personnel operating the model program will cooperate with the NARC Project staff by periodically providing requested information for documenting activities of the program, evaluating the effectiveness of the model, and determining the impact of the program on the community.

_____
ARC President

PUBLISHED BI-MONTHLY BY THE PARENT/PROFESSIONAL TRAINING PROJECT OF THE NATIONAL ASSOCIATION FOR RETARDED CITIZENS RESEARCH AND DEMONSTRATION INSTITUTE.

Vol. 1 No. 3

March-April 1978

Southeast Model Site

The Owensboro (Kentucky) Council for Retarded Citizens has been selected as the Project's model site in the Southeast Region. Project staff met with Terry Brownson, executive director, in early April to discuss the training program and its evaluation.

Highlight on State Effort

It's alarming to learn that a school would tell parents that their child would not receive his grades unless they signed the child's I.E.P. This type of coercion should never enter into the development and approval of an individual educational plan. But this is a complaint that Connie Divine, Field Representative for the Oklahoma ARC (OARC), actually heard at one of her training workshops recently.

Connie and Janice Gray, Resource Coordinator for OARC, have conducted eight workshops to date across their state, training over 180 parents, teachers and administrators. They have two more workshops planned for the near future.

Connie sees one of the main functions of OARC's training program as clarifying misconceptions that both parents and school personnel have acquired in the last year about implementation of The Education for All Handicapped Children Act (P.L. 94-142). At several of the workshops, some teachers have had questions about what they were told in State Education Agency (SEA) in-service training sessions dealing with P.L. 94-142. Connie called the SEA after her workshops when questions were raised by teachers and asked for clarification. Then the SEA or Connie contacted the teachers to answer the questions that they had raised at the OARC workshop.

Another important service of OARC's training program has been to stress the intent of P.L. 94-142. Some schools had begun to pay more attention to the letter of the law and seemed to have forgotten why it was written in the first place. Connie stresses in her workshops that the child should never become incidental to school policies or parent/teacher disagreements.

In one town, a due process hearing had been held prior to an OARC workshop. The hearing had resulted in bitter feelings among the people involved. At the workshop, the participants persisted in arguing over that specific event rather than concentrating on the training activities. Connie had to improvise a role playing activity around a hypothetical situation to force the participants to understand each other's views. The workshop ended successfully.

THE PARENT/PROFESSIONAL TRAINING PROJECT IS FUNDED BY THE BUREAU OF EDUCATION FOR THE HANDICAPPED, U.S. OFFICE OF EDUCATION. ATTITUDES AND OPINIONS EXPRESSED IN THIS NEWSLETTER ARE NOT NECESSARILY THOSE OF THE FUNDING AGENCY OR THE NATIONAL ASSOCIATION FOR RETARDED CITIZENS.

OARC has enhanced the "Right to Education" presentation in the Parent/Professional Training Workshop. After the lecture, either an individual from the Education Regional Service Center or the Special Education Supervisor of the community explains how the local school districts in their area are implementing the Oklahoma SEA's plan for complying with P.L. 94-142.

If any parents attending a workshop are having specific problems working with their school district, OARC refers them to the Oklahoma State Protection and Advocacy Agency. In this way, parents can receive the extra support they need to deal with difficult problems.

OARC has used several approaches to get both parents and professionals to participate in its training program. First of all, they set up a workshop in cooperation with the local ARC in a community. The ARC, in turn, is encouraged to contact the Superintendent of Schools and "sell" him on the benefits of the training program. So far, every Superintendent has been most interested in the project. Each has willingly written letters to school personnel and parents of handicapped children to encourage them to participate in OARC's local workshop.

In the near future, Connie plans on contacting every Regional Education Center in the state to encourage them to invite parents to their in-service training programs for teachers. This should be a very exciting undertaking, and we wish the OARC much success.

Congratulations on doing such a good job, Connie and Janice.

Translation of Materials

The San Francisco ARC, in cooperation with Project Impact, is translating the three-book series, The Parent/Professional Partnership, into Spanish and Chinese. Project Impact is sponsored by NARC. Its purpose is to establish and promote outreach programs for low-income mentally retarded citizens living in the southwestern region of the United States.

After the translations have been completed, the Parent/Professional Training Project hopes to reprint the two translations of the three-book series and make them available to state and local ARCs.

Sensitizing Non-Handicapped Students

Since our last printing of the Partnership, Project staff received a complimentary copy of the Interracial Books for Children Bulletin. Volume 8, Numbers 6 & 7, 1977 of the Bulletin contains information which can be used to educate non-handicapped students regarding attitudes toward disabled individuals. Included in the publication are two teaching units. Specifically, these "consciousness-raising activities" are designed to "develop in students an awareness of handicapist attitudes and practices," and thereby motivate students to take action and change things for the better. The units described can be adapted for use by all grade level children.

Interested persons should contact Interracial Books for Children, 1841 Broadway, New York, New York 10023.

Approved State Plans

As of March 29, 1978, according to Liason Bulletin (a publication of the National Association of State Directors of Special Education), the Bureau of

Education for the Handicapped has approved the following state plans for implementing The Education for All Handicapped Children Act: Arkansas, California, Connecticut, Georgia, Idaho, Louisiana, Massachusetts, Maine, Maryland, Missouri, New Hampshire, New Jersey, North Carolina, Oklahoma, Rhode Island, South Carolina, South Dakota, Tennessee and Vermont. These states will receive a full-year allotment of federal funds under P.L. 94-142.

Parent/Professional Training Project

Problems with Local Implementation

Your Name _____ Date _____

Name of Local ARC _____

Address _____

_____

Instructions: Please provide the information requested below regarding problems encountered and/or anticipated in implementing a Parent/Professional Training Program in your local area.

I. Have you encountered any problems in implementing the Parent/Professional Training Program at the local level?

Yes ___ No ___

If yes, were these problems related to: (check all appropriate).

___ 1) Refusal of school district to cooperate.

___ 2) Refusal of parents to cooperate.

___ 3) Inadequate or insufficient cooperation from the school district.

___ 4) Inadequate or insufficient cooperation from parents.

___ 5) Hostility or suspicion on the part of school officials.

___ 6) Lack of interest on the part of parents.

___ 7) Inability to get teachers to cooperate.

___ 8) Other (describe).

_____

_____

_____

_____

II. Do you anticipate problems in implementing the training program in your area?

Yes ___ No ___

If yes, please describe.

III. Do you see a need for modifying or adapting the training program to fit the unique needs of your community? For example:

- Your school district may be attempting to serve severely and profoundly retarded students but doesn't know how to prepare IEPs.
- The material may need to be translated into another language in order to reach more parents.
- Additional materials and/or topics need to be added to training program.

Please indicate what areas, if any, that you see as needing modification or adaptation.

Parent/Professional Training Project

Model Site Baseline Data

Your Name _____ Date _____

Model Site Name _____

Address _____

_____

Please obtain the following information from your local school district.

I. How many mentally retarded students by level of severity have been enrolled in your local school district during the current and the two previous academic years?

	1975-1976	1976-1977	1977-1978
Mildly retarded	_____	_____	_____
Moderately retarded	_____	_____	_____
Severely retarded	_____	_____	_____
Profoundly retarded	_____	_____	_____

II. How many publicly supported classrooms does your school district operate? _____

III. How many mentally retarded students by level of severity have been enrolled in private classes reimbursed by public school funds during the current and two previous academic years?

	1975-1976	1976-1977	1977-1978
Mildly retarded	_____	_____	_____
Moderately retarded	_____	_____	_____
Severely retarded	_____	_____	_____
Profoundly retarded	_____	_____	_____

IV. How many school-age retarded persons by level of severity have received their education in programs operated by other agencies during the current and two previous academic years?

	1975-1976	1976-1977	1977-1978
Mildly retarded	_____	_____	_____

Moderately retarded _____ _____ _____

Severely retarded _____ _____ _____

Profoundly retarded _____ _____ _____

V. How many school-age mentally retarded persons by level of severity have been enrolled in private classes reimbursed by funds from other agencies during the current and two previous academic years (for example MH/MR)?

	1975-1976	1976-1977	1977-1978
Mildly retarded	_____	_____	_____
Moderately retarded	_____	_____	_____
Severely retarded	_____	_____	_____
Profoundly retarded	_____	_____	_____

VI. Please provide the following information about educational services <u>currently</u> being provided to severely and profoundly retarded students in the public schools of your community.

- Number receiving their education in buildings which also serve non-handicapped students. _____
- Number receiving their education in self-contained buildings. _____
- Number receiving their education at home (home-bound programs). _____

Parent/Professional Training Project

Frequency and Nature of Parent/Educator Contacts

Please use this form to describe your interactions with school personnel during the last year.

I. How many meetings (not including routine PTA type meetings) with school personnel were you involved in during the last year (January 1977-January 1978)? _____

II. What were the approximate dates and locations (home, school, etc.) of these meetings?

_____

_____

_____

_____

III. With whom from the schools did you meet (e.g. counselor, teacher, administrator)?

_____

_____

_____

_____

IV. What was the purpose of the meeting(s)? (Check all that are appropriate).

____ Review student progress

____ Develop IEP

____ Discuss test results

____ Discuss disciplinary problem

____ Discuss disagreement over program, placement or teaching technique

____ Other (please describe)

_____

_____ _____

V. Were you involved in group meetings conducted by the school with parents of other handicapped children?

Yes ____ No ____

What was the purpose of these meetings?

_____

_____

_____

_____

VI. Describe how you felt about the results of the meetings?

____ Satisfied

____ Partially satisfied

____ Dissatisifed

VII. Was any technical information about your child clearly explained to you?

Yes ____ No ____

If no, what was the nature of the information (e.g., test results, teaching techniques, etc.)?

_____

_____

_____

Parent/Professional Training Project
Opinion Data Survey

Please check the appropriate box.

I am a

- ☐ teacher of severely and profoundly retarded students.
- ☐ parent of a severely or profoundly retarded child.
- ☐ school administrator.
- ☐ other (please specify).

Please check the appropriate box that best describes your opinion about the following statements:

1) Because of close emotional ties to their own children, parents are often at a disadvantage in making sound decisions regarding their children's education.

☐	☐	☐	☐	☐
Strongly Disagree	Slightly Disagree	No Opinion	Slightly Agree	Strongly Agree

2) Parent's lack of specialized knowledge required in the teaching of severely handicapped children limits the role they can play in their children's education.

☐	☐	☐	☐	☐
Strongly Disagree	Slightly Disagree	No Opinion	Slightly Agree	Strongly Agree

3) Because of the enormous time constraints involved in their development, preparation of detailed individual education plans are not currently feasible in public school settings.

Strongly Disagree	Slightly Disagree	No Opinion	Slightly Agree	Strongly Agree
☐	☐	☐	☐	☐

4) Many special education teachers simply lack the skills or patience required to be effective teachers of severely handicapped children.

Strongly Disagree	Slightly Disagree	No Opinion	Slightly Agree	Strongly Agree
☐	☐	☐	☐	☐

5) Because of the educational needs common to handicapped children (e.g., self-help skills, language, motor development), a general curriculum program is often sufficient for a single classroom.

Strongly Disagree	Slightly Disagree	No Opinion	Slightly Agree	Strongly Agree
☐	☐	☐	☐	☐

6) Parents of severely handicapped children often know more about educating their children than do teachers.

Strongly Disagree	Slightly Disagree	No Opinion	Slightly Agree	Strongly Agree
☐	☐	☐	☐	☐

7) Parents are frequently apathetic or indifferent to their severely handicapped children's schooling.

Strongly Disagree	Slightly Disagree	No Opinion	Slightly Agree	Strongly Agree
☐	☐	☐	☐	☐

Parent/Professional Training Project
Parent Survey

If you are a PARENT of a severely or profoundly retarded child, please complete the following items:

To date this year, how satisfied or dissatisfied are you with your child's performance in school?

Very Satisfied	Slightly Satisfied	Neither Satisfied or Dissatisfied	Slightly Dissatisfied	Very Dissatisfied
▱	▱	▱	▱	▱

Can you identify specific skills your child has acquired in school this year?

Yes _____ Maybe _____ No _____

If yes, please specify the skills.

_____

_____

_____

_____

_____

_____